DOCUMENT RESUME

ED 177 829 EC 121 598

TITLE The Story of T.A.G.S.
INSTITUTION Alice Independent School District, Tex.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE Jun 77
NOTE 93p.; For related information, see EC 121 599.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrator Role; *Gifted; Independent Study; Parent Role; Principals; *Program Development; Program Evaluation; Secondary Education; *Talented Students; Talent Identification; *Teacher Role

ABSTRACT

The guide describes the development and first year implementation of a program for talented and gifted secondary students. Addressed are the following topics (sample subtopics in parentheses): project history (objectives, initial workshops); teacher selection; teacher role and function (self evaluation); principal's role; the counselor's role; community mentors (local business and professional people); resources and facilities; direct instruction (lesson summaries, classroom resources); independent study projects; student conferences; parental involvement (parent teacher cooperation); information dissemination; consultants; budget; and evaluation (scores on verbal pre- and posttests of the Torrance Tests of Creative Thinking). Among results noted are that leadership experiences were provided and the students' self concept was improved; that students developed the ability to set long and short range goals and plan weekly to attain them; and that the teachers became more aware of gifted and talented students' needs and characteristics. Recommendations are made for student selection, curriculum, grading and recordkeeping, public relations, and evaluation. (CL)

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THE STORY OF T.A.G.S.

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Alice, Texas
June 1977

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FOREWORD

This story or "case study" of the first year of T.A.G.S. (Talented and Gifted Students) was produced to assist in the development of community understanding of the program. That it can be of aid to educators who are considering the implementation of a secondary program for the more able students or of help to teachers who work with these students is possible.

The two T.A.G.S. Independent Study Teachers, Rebecca Palacios, Alice High School and Rosemary Monferdini, William Adams Junior High deserve special recognition for writing the major portion of the story. The record of their experiences may help others, who intend to travel this path, find the journey a great deal smoother.

Dr. Irene St. Clair offered advice in the development of this bulletin, and provided guidance for the implementation of the project. Mrs. Shirley Ray, Consultant for Education Service Center, Region II, assisted by editing the final draft. Their efforts merit recognition and our sincere thanks.

Mr. Dewey G. Smith
Superintendent

A NOTE TO THE READER

Since the enactment of the Elementary Secondary Education Act of 1965, many educators have hoped for special, financial consideration that would be directed toward assisting the more able students. With the acceptance of the T.A.G.S., Title IV-C, Application during the Spring of 1975, the teachers of the Alice Independent School District have been provided with this kind of an opportunity.

The design, as described in the application and presented by this account, involves some one hundred and fifty students from grades eight through twelve. The reader will learn how two teachers, working with students under two distinctly different structures, involved other teachers, parents and community mentors, who were successful in an appropriate, vocational field.

Attention has been given to the problem encountered and the attempts at solutions, and an evaluation is included. Information can be found on materials, equipment, and facilities, as well as a discussion of the allocation of funds.

This may be considered a particularly detailed review for a first year's program, but the production of this bulletin has proven to be a most useful experience for entering into the second year.

Maxine Walker
Coordinator

TABLE OF CONTENTS

	Foreword	i
	A Note to the Reader	ii
	Table of Contents	iii
I.	Introduction	1
II.	The T.A.G.S. Independent Study Teacher	6
III.	The Alter Teacher	12
IV.	The Principal	19
V.	The Counselor	21
VI.	Community Mentors	23
VII.	Resource and Facilities	26
VIII.	Direct Instruction	29
IX.	Independent Study Projects	34
X.	Student Conferences	41
XI.	Parental Involvement	43
XII.	Dissemination of Information	45
XIII.	Consultants	49
XIV.	The Budget	52
XV.	Evaluation	54
XVI.	Summary and Recommendations	59
XVII.	Appendix	
	Philosophy	A
	Bank Officer's Reaction to T.A.G.S. Project	B
	Suggested Lesson Plans for Development of Creative Thinking for Senior High School Students	C
	Glossary	D
	Bibliography	E
	Letter to the Editor	F
	A Model to Identify Talented and Gifted Students, Flow Chart	G
	A Model Identifying Talented and Gifted Students	H
	Alice Independent School District Criteria Used for Identifying Talented and Gifted Students	I
	Campus Guidance Committee Selection for T.A.G.S., Form	J
	Counselor's Form for Identification and Selection of T.A.G.S. Students - Fine Arts	K
	Counselor's Form for Identification and Selection of T.A.G.S. Students - Academic Areas	L
	Counselor's Form for Identification and Selection of T.A.G.S. Students - Vocational	M

I. INTRODUCTION

A new program for talented and gifted students (T.A.G.S.) began at the secondary level in the Alice Independent School District during the 1976-77 school term. The program was designed to serve one hundred and fifty talented and gifted secondary students, grades eight through twelve. Approximately seventy-five students were served on the William Adams Junior High campus (Grades 8, 9) and seventy-five students at the Alice Senior High campus (Grades 10-12). The program focused on independent study opportunities for these students. There were two full-time resource teachers called "T.A.G.S." Independent Study Teachers who were supported by selected secondary faculty members in eight subject areas. This report, written by the T.A.G.S. Independent Study Teachers during a June, 1977 summer workshop is an account of their experiences as the year unfolded.

At the junior high, the scheduling system was on a referral basis. Students, who had selected a specific subject area in which to work each quarter, were referred to the Independent Study Teacher during that class period twice weekly. The Independent Study Project was a part of the report card grade for the subject selected.

The senior high school offered an elective credit course entitled, "Independent Study." Students identified as talented and gifted were eligible to take this one quarter course which was scheduled 55 minutes a day.

The beginning of this program was preceded by a twelve month period of research, planning, and problem solving. Listed below are a few of the questions which arose and needed to be solved.

- Who are the talented and gifted?
- What screening methods should be used to identify these students?
- What criterion should be used for placement in the program?
- What program prototype would best fit Alice Independent School District?
- What classroom space is available?
- Who will be the T.A.G.S. Independent Study Teacher?
- What objectives need to be stated for the program?
- Should students receive credit?
- What evaluation measures might be used to determine effectiveness of the program?
- Who (human resources) can help us in finding solutions to these problems?
- Where will we acquire funds needed to support a program?

During the summer of '75 the Alice Independent School District Curriculum Director assigned selected members of central office staff to collect information on current status of talented and gifted programs in Texas and the nation. Information was received upon request from State Departments of Education in New York, Connecticut, Pennsylvania, Nebraska, California, Florida, Ohio, Illinois, and Georgia. The Education Service Center, Region II was most supportive in helping to obtain information. Other sources of information came from Texas State Teachers Association Library Service Division, Special Education Instructional Materials Center, Education Service Center, Region II, Alice Public Library and use of the Public Library Intra-Loan Service.

After reading available information, a definition of talented and gifted, modeled after the U.S. Office of Education definition, was formulated for the Alice Independent School District. The talented and gifted student was defined as that student who had been identified by professionally qualified personnel as having outstanding abilities and who was capable of high performance in a given area. This student would have demonstrated achievement or potential ability singly, or in combination, in any of the following areas:

- general intellectual ability
- specific academic aptitude
- creative or productive thinking
- leadership ability
- visual and performing arts
- psychomotor ability

This definition was approved by the selected staff, principals, counselors, and central office staff, who would be involved in a projected program for students grades 8-12.

The next step was to devise screening instruments based on the accepted definition to be used in a needs assessment. This instrument was called "Checklist for the More Able Student." During November, 1975, teachers of grades 7-11 were asked to use this form and nominate students. The counselors prepared a list of students names who scored at the eightieth percentile on sub-test scores of the SRA multi-level achievement tests and the Iowa Test Educational Development test scores. Sufficient numbers of students were named to indicate the need to write a program application to obtain federal funds for providing the necessary services. This application was submitted in December, 1975.

Major objectives of the proposed project* were:

* The project abstract, TAGS, ESEA Title III/IV Part C, is on file at the Alice Independent School District Curriculum Office, and those school districts who would like to receive a copy, may do so by writing a request to the Director of Curriculum and Instruction. A fee of $7.00 is necessary to cover cost of reproduction.

- To develop a tested model system to identify talented and gifted students in grades seven through twelve.

- To increase student productivity in areas of identified talents.

- To increase lines of communication between the school, home, and the community relating to needs and problems of talented and gifted secondary students.

- To increase staff competencies of identification and education of the talented and gifted.

Word of approval was received February, 1976. The agency requested that an effort be made to negotiate the budget in the proposal. On February 13, 1976 the Director of Curriculum and Instruction, the Coordinator for Career and Community Education, and the Guidance Counselor went to Austin to negotiate and to contact other persons who might be helpful in implementing the project.

A meeting with Dr. Severo Gomez, Associate Commissioner for Educational Programs for Special Populations, was especially productive. Valuable materials received were a copy of the State Plan for Education of the Gifted and Talented, March, 1975 and "A Report on the Gifted and Talented," (Review Draft) August, 1975 prepared by Ann Shaw, Carol Lockhart, Shirley Hall, and Robert Marion. Dr. Gomez pointed out the importance of developing and utilizing a comprehensive process for selecting gifted and talented students.

Dr. Gomez also recommended that the following individuals should be contacted to provide help in implementing the project:

Dr. David M. Jackson, Executive Director
1920 Association Drive
Reston, Virginia 22091 (703) 620-3660

Dr. Irving S. Sato, Director National/State Leadership Training Institute on the Gifted/Talented
316 W. Second Street, Suite PH-C
Los Angeles, California 90012 (213) 487-7470

Dr. Irene St. Clair
2503 Briargrove
Austin, Texas 442-2549

Anne Shaw
508 Honeycomb Ridge
Austin, Texas 78746 327-1595

Shirley Hall
Waxahachie, Texas 75165

A meeting with Dr. Irene St. Clair was held on February 13, 1976 and her services were obtained as a consultant for the T.A.G.S. project. A copy of the project abstract proposal was given to Dr. St. Clair for review. Alice Independent School District staff members present were Director of Curriculum and Instruction, two middle school principals, the junior high principal, the high school principal, a high school student, the Plan A Director, Plan A Counselor and Diagnostician, the Title I Reading Coordinator, Title I Counselor, the Alice Independent School District Curriculum Resource Center Supervisor, the Coordinator for Career and Community Education, and a Consultant from Education Service Center Region II.

The following topics were discussed:

- Need for following United States Office Education definition of gifted and talented guidelines

. Need for involvement of adults in the community as resource persons

. Possible criterion for entrance into the project

. Role of the Alter Teacher

. Need to establish an organization for gifted education

Dr. St. Clair recommended that Dr. M. G. Bowden, Director of Elementary Education of Austin Independent School District, be contacted and a request be made for a copy of the Austin Independent School District plan for talented and gifted. Dr. St. Clair pointed out that the Appendix of the Austin plan included copies of screening instruments Austin planned to use after school board approval and adoption. Later, a request was made and a copy of this plan, A Proposal for Education of Gifted and Talented Students, Austin Independent School District February 25, 1976, was received.

A second meeting was held with Dr. St. Clair March 3, 1976 to recommend procedures for selection of students. Members of the Campus Guidance Committee (composed of seven department chairpersons), the Director of Curriculum and Instruction, the Plan A Director, the William Adams Junior High Counselor, the Education Service Center Region II Consultant, the Title I Reading Supervisor, the Coordinator for Career and Community Education were present.

The faculty was asked to be communicators for explaining the project to the community. Dr. St. Clair reviewed project objectives with those present.

The third meeting was held March 4, 1976 at the William Adams Junior High Library. Counselors who would be involved in the identification process were present at this meeting. At this time, it was agreed by members present to revise the "More Able Student" checklist. Three additional instruments recommended by Dr. St. Clair were used by faculty members to nominate students. These instruments were developed by Austin Independent School District. Screening and selection, utilizing these instruments, was accomplished during the last weeks in March and the first week in April by the faculties of the middle school, the junior high school, and senior high school (grades 10 and 11).

During April, 1976 contact was made with Dr. Irene St. Clair for an August Workshop. The Workshop, one of the project objectives, was to provide time for alter teachers* to write independent study projects which may give direction to participating T.A.G.S. students.

During June, 1976, the three counselors involved recorded the process and

* See Glossary, Appendix page D.

** For a complete report of this workshop, the reader may request a copy by writing the Alice Independent School District Curriculum Office and request: "T.A.G.S. Summer Workshop Summary Report" ($3.50). Included in the T.A.G.S. report are recommended bibliography on the gifted and talented, forms for evaluative record keeping, description of how to involve parents and community in the project, suggested articles to submit to news media, a set of questions to use to develop answers which would describe the project, and a glossary of terms.

procedures used to identify, screen, and select students who would enter the project in August, 1976.

The August, 1976 Workshop was conducted with three important objectives accomplished:

- The participating teachers developed independent study units from which students may obtain ideas for projects. These were meant to serve as "starters" to assist students to develop their own project goals and activities.

- The two T.A.G.S. teachers and the counselor developed a brochure describing the project to be distributed throughout the community.

- Suggested lesson plans to develop creativity were submitted by participants.

In addition, a paper entitled, "Suggestions for Getting Started with T.A.G.S. Students" was developed by workshop participants and made available to the T.A.G.S. teachers.

Two members of the community, an officer of the Bank of South Texas,* and the librarian for the Alice Public Library, also visited the August Workshop.

Early in August, the T.A.G.S. junior high teacher met with the Director of Curriculum and Instruction and Coordinator for Career and Community Education to develop a presentation for the junior high faculty during August inservice. Both T.A.G.S. teachers made a one hour presentation to their faculties on August 19th, to explain the new program and to answer questions.

Both T.A.G.S. teachers were actively involved in public relations. Stimulating community awareness was also a vital part of the program. A community-wide presentation to inform the people in Alice about the new project was held in September. The T.A.G.S. teachers and the coordinator were the presenters. As a result of this meeting, an Alice Gifted Education Association was formed. It was composed of the parents of gifted/talented children and interested members of the community. The T.A.G.S. teachers served as advisors and attended the meetings. The program coordinator arranged speaking engagements at civic club meetings and PTA meetings at which the two T.A.G.S. teachers presented programs to inform the public about the project. Both T.A.G.S. teachers explained the goals and objectives of the project at faculty meetings. By October, 1976, the program was operational.

These events marked the beginning of a program to assist talented and gifted students in realizing their potential. This would be achieved only by cooperative support and commitment of T.A.G.S. independent study teachers, alter teachers, community mentors, parents, principals, counselors, and supervisory personnel.

So on with the story of T.A.G.S.

* A report of the bank officer's reaction to the T.A.G.S. project is in the Appendix.

II. THE T.A.G.S. INDEPENDENT STUDY TEACHER

According to the original application and in accordance with research done by the committee formulating the plan for a program for the Alice Independent School District, selection of T.A.G.S. teachers included consideration of following:

- Expressed desire and interest to teach talented and gifted
- Demonstrated aptitude for vicariousness
- Possessed ability to invigorate life through knowledge
- Demonstrated civic responsibility
- Had classroom teaching experience of three or more years
- Recommended by his/her principal

In addition to these stated characteristics, it was cited that the two T.A.G.S. teachers be open to different and original ideas, warm and friendly toward students, and able to work well with others--youth and adults.

In the August workshop further criteria for T.A.G.S. teachers was established. The committee stated that it was important that these teachers be interested in scholarly and artistic pursuits, have wide interests, a sense of humor, be student centered, be enthusiastic about teaching, and recognize the need for advanced study for themselves. The committee members also agreed that it was vital for T.A.G.S. teachers to assume the role of assisting gifted students in analyzing his/her skills and abilities in order to find the area in which each could perform most effectively using all available resources in the school and the community. Specifically, there was emphasis placed on the need for the T.A.G.S. teachers to work closely with alter teachers and community mentors.

Alice High School

At the high school level, the independent study class was an elective. The T.A.G.S. teacher had four regular classes--two in the morning and two in the afternoon, five days a week. The teacher had two conference planning periods.

Mondays were utilized for lessons on creative and productive thinking skills. The teacher developed these lessons after researching literature since textbooks were not available. Tuesdays, Wednesdays and Thursdays were the days for students to work on their individual projects. During these days, the teacher worked individually with students on projects or held individual conferences. On Fridays, the class met as a group and leadership skills sessions on self-actualization activities were conducted.

Students also utilized Fridays to write plans for the next week's work on projects. The two daily conference periods were used by the teacher for completion of forms for evaluation of students by the teacher, pupil

The T.A.G.S. teacher at Alice High School is shown conducting her regular independent study class. Topic of discussion is leadership experiences.

self-evaluation, community activities, conferences of students with alter teachers, alter teacher evaluation, parent questionnaires, student project plans and weekly plan sheets. A student aide was provided one hour per day to the T.A.G.S. teacher for clerical work. The T.A.G.S. teacher was responsible for completion of forms. The aide assisted with typing, recording, and filing. The T.A.G.S. teacher utilized some time for doing research and planning lessons on creativity, productive thinking, decision making, etc.

A large part of the conference time was used by the teacher to contact community resources and secure supplies for the students. Since the students made lesson plans on Fridays and indicated the supplies needed for the next week, the T.A.G.S. teacher shopped to obtain the materials at the best prices. Requisitions were made and taken to the business office for final approval by the program coordinator. After approval, the teacher purchased the supplies.

Since some of the projects required after school hours, the T.A.G.S. teacher spent many hours after school working on student projects, such as one-act play rehearsals and the Radio Show at Station KOPY. The teacher also spent time taking students to A&I University. Although most of the students at the high school could drive, the T.A.G.S. teacher took those students who could not.

Included in the T.A.G.S. teacher's role were the conferences with alter teachers and community mentors. These conferences were held during the conference periods or after school. The teacher talked with alter teachers to check on the progress of the students and to discuss grades for the six

weeks. Both the alter teachers and the T.A.G.S. teacher gave the students a grade each six weeks. Community mentors were also contacted by the teacher during this time.

One of the most rewarding parts of the program was the parent conferences. Parents were very supportive of the program and expressed a desire to be of service. Both home and school conferences of approximately 30 minutes or longer in some instances, were held to obtain more information regarding students in order to better meet individual needs. Conferences were held during the teacher's conference periods, after school, and in the evening since many parents worked.

The T.A.G.S. teacher enrolled in a class and a workshop at Texas A&I University, Kingsville, to improve teaching skills. The teacher also attended the National Leadership Training Institute in December, March, and May, in order to become proficient in working with programs for the Gifted and Talented. Several meetings were also attended in Corpus Christi at the Education Service Center, Region II.

William Adams Junior High

The T.A.G.S. teacher at the junior high school had a different role due to the organization of the program at the junior high school. The program was operated on a referral basis. This decision, reached after a consideration of the consequences of various alternatives, was based on an awareness that many gifted students tend to have multi-interests and/or talents. Such a student would need numerous opportunities to expand and enhance all known areas of giftedness. On a junior high level, in order to meet state requirements, scheduling permits only one elective. One of the major problems, therefore, in setting up the program was finding a way to involve students in the T.A.G.S. program while encouraging him/her to enroll in classes which offered specialized enrichment, such as band or choir.

The best possible solution to this problem appeared to be to implement the program by referring the student out of the mainstream classroom twice weekly. This plan was supported by the knowledge that gifted students readily acquire and retain information and skills. It is generally accepted that many creative students become bored and restless when required to repeat exercises and/or drills which are necessary for the student of average capabilities.

Once it was determined that the referral basis met the needs of the gifted student, scheduling was begun as the first step in this T.A.G.S. pilot program.

Actually, this first step was easily accomplished because the alter teacher was automatically selected. The mainstream teacher would necessarily serve in this capacity. It was decided that T.A.G.S. classes must be restricted to a maximum of ten students. When possible, these classes were restricted to five in order for the T.A.G.S. teacher to be able to transport students to community mentors in small groups. Careful planning involving the T.A.G.S. teacher and the principal facilitated a smooth transition beginning the program. The next step of the process was interaction on a one-to-one basis between the T.A.G.S. teacher and the T.A.G.S. student.

Since T.A.G.S. classes were such a new concept in the system, it was decided that the junior high school would undertake the program gradually. Getting acquainted with each student individually, finding interests and capabilities, answering numerous questions concerning this exciting but totally unknown program was a major priority of the T.A.G.S. teacher. The first six weeks in the school year was spent counseling with alter teachers and completing the identification of T.A.G.S. students. After this was accomplished, the T.A.G.S. classes were ready to begin.

Originally, the T.A.G.S. teacher spent one day a week in research and planning. In such a new and different venture, exploring every availabl source for materials, media, community mentors, and ideas for field trips was a time consuming activity. The T.A.G.S. teacher spent time with the junior high librarian discussing sources; she visited the public library, A&I University Library, the high school library, and the curriculum resource center; and she conferred with local business people about the possibility of utilizing their talents and expertise in working with these gifted students. As resources were better established, she was able to use more time counseling students individually, discussing projects with alter teachers, and purchasing materials needed by the students for projects.

Another responsibility of the T.A.G.S. teacher was to spend one hour weekly with each student in project planning and/or direct instruction.* The T.A.G.S. teacher devoted a great amount of time in reading, researching, and exploring means of finding activities and exercises thought to be beneficial in developing creativity. It was found that although numerous books had been written on the subject generally, specific activities for the purpose of developing creativity were less readily available. For this reason, the creativity of the teacher was needed frequently to devise effective plans which would prove interesting to the students.

Another important role of the T.A.G.S. teacher was to schedule individual students to work with mentors in their fields of interests. This schedule changed frequently as projects were completed and new ones begun. One duty dealt with taking these students out into the community once or twice a week to interact with their community mentors to receive either one-to-one instruction from these persons or to gain ideas for projects.

In addition to these responsibilities, the T.A.G.S. teacher made home visits to conference with parents on the school site when she or the parent felt this was necessary. Most parental visits were after school hours. Also, there were regularly scheduled appointments with students who worked in the program on an independent basis when they were unable to leave the classroom, or when they worked in an area which provided no mainstream classroom, (i.e., students working in the area of dance). Other after school responsibilities were emergency shopping trips when students needed supplies on very short notice.

In addition to these responsibilities which were directly related to instruction, public relations on the part of the T.A.G.S. project and the community was of vital concern to the teacher.

The T.A.G.S. teacher wrote articles for the newspaper and the media published

* Direct instruction is discussed in Chapter VIII.

Providing transportation for students to visit community mentors was one of the responsibilities of the Junior High T.A.G.S. teacher.

by the school system. There were frequent guest appearances at service clubs and other organizations to describe the program. The T.A.G.S. teacher also participated in the Alice Gifted Association.

The junior high T.A.G.S. teacher's schedule usually followed this pattern:

Monday: Planning; counseling with individual teachers; contacting mentors, and parents; performing clerical duties

Tuesday: Five periods for direct instruction with students; counseling students; utilizing conference periods

Wednesday: Same schedule as Tuesday with different students

Thursday: Travel with Tuesday students to mentors (6 periods); one conference period*

Friday: Same schedule as Thursday with Wednesday students

A most important role of the T.A.G.S. teacher concerned the area of advancing her education in order to more effectively assist the students in furthering theirs. The T.A.G.S. teacher enrolled in courses in Reality Therapy, Behavioral Modification, Play Therapy, The Dynamics of Family Life, Transactional Analysis, and several others to enhance her own self development for the purpose of developing techniques of strenghtening the student's self-concept.

*Some students worked in school library or Alice Public Library.

Finally, it seems to be important to emphasize that the role of the T.A.G.S. teacher was that of a facilitator. This facilitator had to be a flexible person, one who was enthusiastic about young people and their experiences, and one who desired to assist the mainstream teachers in bringing additional enrichment and enhancement to the regular classroom. Most importantly, however, the T.A.G.S. teacher regarded herself as a human resource to help gifted students discover potential for creative living.

Alice High principal confers with T.A.G.S. Independent Study teacher about procedures for program implementation.

III. THE ALTER TEACHER

The alter teacher was defined in the August 1976 Workshop brochure as a master teacher in a specific subject area such as English, science, music, mathematics, art, vocational, business and drama. These teachers were required to meet the following criteria:

- Demonstrated indepth knowledge of their subject field
- Had classroom teaching experience of more than five years
- Expressed a desire and concern to assist talented and gifted students
- Demonstrated the ability to work well with students, school personnel, and parents

The alter teacher assumed the designated responsibilities in addition to the regular teaching assignment. Teachers who agreed to the assignment as alter teachers received merit pay on a share basis.

Alice High School

The major responsibility for the twenty-three alter teachers at the high school was to serve as consultants and evaluators to T.A.G.S. students. The alter teacher was, in effect, as stated in the proposal, a "back-up" person to the T.A.G.S. teacher, who could not have been expected to have expertise and indepth knowledge in each subject area.

In the August 1976 Workshop, teachers who might be future alter teachers, developed project ideas which resulted in the A.I.S.D. bulletin called "Talented and Gifted Students - Projects Guide." From this publication, some students got ideas for projects; other student developed their own ideas.

The T.A.G.S. teacher, after conferring with the students and the principal, selected the alter teachers. Sometimes students selected the alter teacher to enhance the learning environment and teacher-student relationships. The T.A.G.S. teacher was responsible for determining if the alter teachers met the designated criteria. Many students did not have alter teachers but had community mentors. Both the alter teachers and the mentors helped the students in designing, implementing and evaluating challenging projects. The student met with the alter teacher or mentor first to discuss the project idea. The T.A.G.S. teacher assisted by helping to identify suitable resources, determining what materials were to be bought or ordered, and designing a plan of implementation. After that, the students met with the alter teachers or mentors at a convenient time once or twice a week. When the student and alter teacher and/or mentor met, the student completed a form stating the nature of the conference. It was signed by the alter teacher and mentor. The alter teacher had the final word on a grade for the finished product. At the end of the six weeks, if the student had finished a product, the T.A.G.S. teacher and the alter teacher held a conference and the alter teacher gave the student a grade. At times the T.A.G.S. teacher and the alter teacher would decide on an evaluation grade for the student.

Conferences between alter teacher, T.A.G.S. teacher and student were held to discuss student needs and/or progress.

A problem encountered by this method was that some students and alter teachers did not have sufficient time to see each other due to conflict in schedules. (Next year, plans are to schedule a designated planning and/or conference time between the T.A.G.S. student and the alter teacher.)

At the end of the year, alter teachers were asked to complete a self-evaluation questionnaire.* Since, at the high school level, the students were not in the alter teacher's regular class, the results of an evaluation of their attitudes on the T.A.G.S. program and the effect on their classroom instruction may be of interest. At least 47% of all the teachers who answered the questionnaire showed some change in classroom instruction. The T.A.G.S. teacher plans to involve the alter teachers more next year.

William Adams Junior High

Of major importance in the T.A.G.S. program on the junior high school level is the alter teacher. At William Adams there were twenty-two alter teachers the first year. These teachers had the student in his/her classroom three days weekly. The alter teacher assumed responsibilities in the implementation of the program. This person had to accept the philosophy that different kinds of learning experiences are necessary for gifted students. The large majority of the alter teachers at the junior high school accepted this philosophy. Confidence in the program was reflected in their diligent and effective work with these students. These teachers encouraged a variety of

*See complete report on pages 15, 16, 17.

learning experiences for gifted students and allowed students the freedom to leave the mainstream classroom to interact directly with community mentors and to engage in structured activities in the T.A.G.S. class, thus enhancing creative thought, research skills, and/or the decision making process.

The process of planning projects was a cooperative venture at William Adams shared by the T.A.G.S. teacher, the alter teacher, and the student. Due to the inexperience of the student regarding his/her task and the uniqueness of the program, the planning role of the alter teacher was intensified. The T.A.G.S. teacher assisted the classroom teacher in the areas of individualized instruction, provided indepth information about the student's special aptitudes and talents gained from individual counseling and specialized forms, purchased materials which could be used for enrichment by all the students, and provided ideas or direct instruction in creative thinking.

Added responsibilities of the alter teacher included grading the projects, allowing for the T.A.G.S. student to share his/her projects and experiences with the mainstream class, and careful planning to avoid administering tests or introducing units on the two days weekly the students were scheduled to be out of the classroom. It is to the credit of these teachers that they had the flexibility and positive attitude toward their gifted students to work with them and the T.A.G.S. teacher in a manner which was, in most instances very highly rewarding to the student.

As previously stated, flexibility was the keynote of the program on the junior high school level during the school year of 1976-77. Since each alter teacher had a different frame of reference from which to view his/her role and to adjust to this experimental program, each teacher was given opportunity to indicate the percentage of the student's six weeks' grade which would be determined by his/her T.A.G.S. work. Therefore, during the first year, the grading ranged from one hundred percent of the grade in the subject area to extra credit, according to the rationale of the alter teacher. The alter teacher was aided in this decision in most instances by the T.A.G.S. teacher. The principal and the Campus Guidance Committee decided that no student could be penalized for missing classes.

The T.A.G.S. teacher and the alter teacher conferred weekly. A formal conference schedule was set up at the outset; however, due to the work load of the teachers, this schedule could not always be followed. Frequent informal conferences were held as the need arose. Communication lines were kept open throughout the year. Despite busy schedules, alter teachers cooperated fully in this respect, and discussed his/her students' progress and/or projects in a highly motivated manner.

Another area of responsibility on the part of the alter teacher, was to have regular conferences with the T.A.G.S. students. The alter teacher was usually able to conduct individual conferences during the regular class time.

An area of concern was adjustment to the student leaving the mainstream classroom for the T.A.G.S. classes. There was a marked difference in the amount of time alter teachers were willing to allow their students to spend working with T.A.G.S. Unfortunately, this was a difficult adjustment for a few teachers. These teachers expressed a deep concern about the students missing vital subject matter and/or drills in the basic concepts so necessary in education. These teachers felt that it was essential to keep the student

in the mainstream classroom most of the time. In one instance the T.A.G.S. teacher and the alter teacher worked cooperatively in structuring a situation whereby the alter teacher assumed the role of T.A.G.S. teacher, except with regard to record keeping and transporting students to mentors and/or on field trips. In two other instances, the T.A.G.S. teacher, T.A.G.S. student, and alter teacher devised a plan which allowed the student and T.A.G.S. teacher to have regular appointments in order to plan, be tested, and participate in creative thinking activities. On the other hand, there were two alter teachers who allowed their gifted students to give their full time to the discovery approach to learning. These teachers, it should be noted, had highly motivated, disciplined students who were capable of independent study. These students spent two days weekly with the T.A.G.S. teacher and three days weekly in the library doing research, working with community mentors, or in the case of three science students, working in a laboratory setting. It should be noted that these students met this challenge in a very satisfactory manner. They showed marked improvement in the area of creative thinking. The self-concept of each student was richly enhanced.

At the end of the 1976-77 school year alter teachers were given a questionnaire regarding personal evaluation of the program. Of the twenty-two evaluative forms distributed, eighteen were returned. Only two of these reported that there had been little or no change in themselves and their teaching methods during this school year. Furthermore, it might be added that these two did not qualify their responses in any manner. Therefore, sixteen that showed some change or great change, six observed great change in from two to nine areas. Many of the "little" or "no change" responses were qualified with the statement that the respondent had previously felt strong in these areas, thus there was no need for change at this particular point. Therefore, the indication of positive changes in these master teachers appears to indicate that they did possess the kind of willingness and flexibility which was so vital to the program.

Alter Teacher Self Evaluation
May, 1977

Following is a self rating report of teachers at William Adams Junior High (n = 18) and teachers at Alice High School (n = 17) who were involved with T.A.G.S. students and their respective T.A.G.S. Independent Study Teacher.

1. I am more observant of the student's behavior than before becoming associated with the program for the gifted.

	Little or No Change %	Some Change %	Great Change %
William Adams	17%	61%	22%
Alice High	18%	76%	6%

2. I find that my own creative talents have improved.

	Little or No Change %	Some Change %	Great Change %
William Adams	33%	61%	6%
Alice High	35%	65%	0%

3. My own interests have become more varied.

	Little or No Change %	Some Change %	Great Change %
William Adams	22%	72%	6%
Alice High	29%	59%	12%

4. I have become more open-minded to the ideas of others.

	Little or No Change %	Some Change %	Great Change %
William Adams	28%	55%	17%
Alice High	35%	53%	12%

5. I am more confident of my own ideas.

	Little or No Change %	Some Change %	Great Change %
William Adams	39%	33%	28%
Alice High	41%	53%	6%

6. I have tried new ideas and different approaches for instruction since working in the program.

	Little or No Change %	Some Change %	Great Change %
William Adams	28%	50%	22%
Alice High	29%	65%	6%

7. I have made increased use of instructional materials.

	Little or No Change %	Some Change %	Great Change %
William Adams	28%	66%	6%
Alice High	23%	71%	6%

8. I have encouraged and allowed more student interaction in the classroom.

	Little or No Change %	Some Change %	Great Change %
William Adams	33%	50%	17%
Alice High	47%	35%	18%

9. I have found that my own mental functions have been stimulated.

	Little or No Change %	Some Change %	Great Change %
William Adams	28%	61%	11%
Alice High	23%	65%	12%

10. Teaching has become more of a challenge.

	Little or No Change %	Some Change %	Great Change %
William Adams	33%	39%	28%
Alice High	18%	76%	6%

11. I am more careful of kinds of questions which I ask in the classroom.

	Little or No Change %	Some Change %	Great Change %
William Adams	50%	44%	6%
Alice High	29%	53%	18%

12. I try new approaches in teaching.

	Little or No Change %	Some Change %	Great Change %
William Adams	28%	61%	17%
Alice High	18%	70%	12%

13. I now try to get varied contributions from all students.

	Little or No Change %	Some Change %	Great Change %
William Adams	28%	55%	17%
Alice High	29%	53%	18%

Thus a positive and flexible attitude is the key to the supportive alter teacher. One creative and innovative alter teacher pointed out that she

The alter teacher offers expertise in his/her subject area for student projects.

felt that most of the problems during the first year were growth problems. She stated that there were some adjustments to be made in working with students, identified as gifted by others; she felt, there may have been others with greater potential in her classes. Another source of frustration, she concluded, was the lack of specific printed objectives readily available to her. Additionally, she sometimes felt burdened by the responsibility of thinking of ideas for projects the students might develop which coordinated with activities being done in mainstream classroom concurrently.

IV. THE PRINCIPAL

The supportive roles of the junior high school and senior high school principals were invaluable to the progress of the T.A.G.S. program during the first year. They acted in the capacity of leaders of policy-making bodies on the respective campuses, instructional leaders, liaison persons, and supervisors.

The principal served as the chairperson of the Campus Guidance Committee which assisted the principal in establishing school policy. On the junior high school level, decisions needed to be made regarding a format for program implementation. As previously cited, after careful consideration of alternatives, the program was structured on the referral basis. Other areas for determining policy included grading, scheduling, time outside the mainstream classroom and assignments of the regular class. These are but a few areas of the policy-making leadership offered by the principal.

As an instructional leader in the total school program, the principal assumed an especially active role in supervising the curriculum of the T.A.G.S. program. Frequent conferences were held with the T.A.G.S. teacher, students, and alter teachers.

As liaison person, the principal worked effectively in maintaining open lines of communication between administration, T.A.G.S. teacher, and alter teachers. When a question arose, the principal assisted in finding solutions which were functional. On the junior high school campus, which was

The principals served as instructional leaders to the program. Here, the William Adams Junior High principal discusses merits of student weekly plans with the T.A.G.S. Independent Study teacher.

Two high school T.A.G.S. students are shown checking out of school with the attendance clerk. They are going to an interview for their project and have gotten permission from the principal.

structured in such a flexible manner this type of support for the program was extremely beneficial. The principal also answered questions posed by parents and was available to them for conferences.

The principal served as a supervisor of the total program. The junior high school principal cited a need for more staff development and better facilities as an area of concern. He felt, however, that positive steps had been taken during this first year of providing a unique learning experience for talented and gifted students.

V. THE COUNSELOR

The role of the counselor was extremely important to the overall success of the T.A.G.S. program. The middle school, junior high and three high school counselors were instrumental in providing information pertinent to the needs assessment and in total support of the T.A.G.S. program.

After the needs assessment instruments were completed, the counselors and a committee appointed by the building principal reviewed these instruments. They studied achievement test scores and special identification instruments and made the final selection of students for the program. A reserve student list was prepared to invite additional students to participate if those previously selected chose not to be in the program. The decision on the selection was important, not only because of the growth and development of the students but also because of the outcome of the program. Their decisions proved to be sound since the T.A.G.S. teachers felt the students fit the program, with few exceptions.

At the two middle schools, junior high and senior high school campuses, the counselors held conferences with students regarding their participation in the program. Letters were sent to the parents of these students informing them of their child's selection.

Parents' permission to enroll the student in the course was requested. The counselors prepared the schedules of classes for the students who were to participate.

The Alice High School counselor is shown talking to a student who is gathering information to make up her mind about the college she will attend.

At the senior high school, the identification process was ongoing. The counselors, T.A.G.S. teacher, and the Program Coordinator cooperated to identify other students. When students were identified, the counselors conferenced with students in small groups. The students were invited into the program.

The counselors were helpful in interpreting and using the Vocational Planning Inventory test scores with the students in small groups and in counseling the students individually. The objectives of Career Education were a part of the program. During the days when students worked on their projects, the senior high school students had opportunity to confer with counselors about careers, college choices, test scores, their projects, and other personal information. The counselors also served to inform other teachers who had gifted and talented students about special problems of these students.

The Alice High School counselor participated in the community wide presentation in September and in a TV program in February.

Counselors assisted by examining and selecting or designing instruments to be used for screening students.

VI. COMMUNITY MENTORS

One of the characteristics emphasized in structuring the T.A.G.S. program in the Alice Independent School District was that it possess unique educational provisions. Certainly one of the most distinctly different opportunities for the talented and gifted student was the opportunity to work very closely with interested persons in the community who served as mentors. These were people who possessed experience and expertise in the specialized area in which the student had been identified as talented.

It is a credit to the community, that many business people met the challenge of working with T.A.G.S. students so successfully. Both of the T.A.G.S. teachers found these persons to be most coöperative with identified students in the programs despite their own busy schedules.

There are many examples that could be cited of these community mentors giving of their time and talents to students. During the school year there were over one hundred community mentors who worked with the program. The program provided for each student to receive instruction and advice from a mentor at least one hour weekly. However, based upon the type of project, some students met with mentors more than others. Most creative writers found that the T.A.G.S. teacher and the alter teacher were able to give the assistance needed in completing projects. Occasional field trips provided the stimulus needed to challenge interests. Science students, however, invariably needed specialized help to produce effective projects. An owner of a local health store, who had extensive knowledge in the area of nutrition, gave invaluable

William Adams Junior High School student is shown talking to his community mentor.

help to students who were using white mice to experiment with different kinds of diets.

A local businessman worked with several students interested in computer programming. A company which processed and tested natural gas, made available a fully equipped laboratory as well as human resources to students who were researching the subject. The manager of this company gave the students printed materials and spent time giving them one-to-one instruction concerning gas conservation and related topics.

Several local doctors worked throughout the year with identified students. The local hospital gave students the opportunity to work in the medical laboratory in a supervised setting. A local veternarian assisted students interested in domestic animals.

A couple who own and operate an office supply business, assisted students in learning the fundamentals of successfully applying for a job, bookkeeping techniques, and orientation in the background and skills necessary for one who plans to operate or manage a business. Oil field supply companies offered on-the-job training in acquiring skills necessary to prepare for vocations in the oil industry.

These are but a few of the types of specialists who used their talents so generously to help T.A.G.S. students develop their special areas.

In addition to cooperative local mentors, the T.A.G.S. teachers found that

Another William Adams student and his community mentor.

the Texas A&I University staff provided assistance to individual students in a variety of ways. The head of the Department of Sociology worked on a one-to-one basis over an extensive period of time with a student researching the Aztec Calendar. This professor provided audio-visual materials, books, bibliographical instruments as well as many hours of his time. A history professor assisted some students in a social studies project. In the education department, a professor instructed a group of students, loaned them relevant films, and invited the group of students to his class to share learning experiences in the T.A.G.S. program with a night class which was composed primarily of teachers.

The T.A.G.S. teachers found that interaction with these interested and knowledgeable mentors provided enrichment to the student which could not have been gained in any other way. The opportunity to interact with adults provided an authenticity to the student's learning experience.

VII. RESOURCE AND FACILITIES

At the beginning of the program, the only resources available to the teachers were bibliographies, a few books on gifted and talented students, and literature from some state education departments throughout the United States. The main instrument with which the T.A.G.S. teacher began the year was the bulletin called "Talented and Gifted Student - Project Guide," developed by teachers in the 1976 Workshop. These teachers had developed a few lessons on creative and productive thinking. The T.A.G.S. teachers had the responsibility of planning other lessons and activities in accordance with the program objectives.

After researching the literature, the T.A.G.S. teacher at the high school chose Teaching the Gifted Child by James Gallagher and Educating the Ablest, edited by John Curtis Gowan and E. Paul Torrance, as the main resource books in determining and planning experiences for gifted and talented students.

The school librarian and the city librarians were asked to explain to the students the resources available to them in the libraries. Materials, in addition to books, magazines, periodicals and A.V. materials which were available included tape recorders, record players, overhead projectors, opaque projectors, movie projectors, previewers, and microfilm equipment. The librarians were extremely helpful at the high school, by allowing the T.A.G.S. students opportunity to utilize the library at any time during the school day, whether or not the T.A.G.S. teacher had reserved space for the students. T.A.G.S. students were allowed to handle all the equipment by themselves.

The educational television studio facilities were used by several Alice High students in the program. A group project was to produce a weekly fifteen minute television program.

An important resource at the public library was the use of the interlibrary loan system which was helpful to both students and teachers. The public library provided a meeting location of the Alice Gifted Education Association. The head librarian at the public library served as program chairperson of the Alice Gifted Education Association. This individual arranged to display projects of the students.

Many resources were needed for the T.A.G.S. projects. The Alice Historical Museum, the Jerry Smith Art Gallery, the Water Purification System Department, the Chamber of Commerce and countless businesses also provided useful resources. Another valuable resource was the Texas A&I University Library in Kingsville, Texas. Students from both the junior high and the senior high schools visited the library throughout the year.

One of the most useful resources at the senior high school was the Educational TV Studio. A T.A.G.S. twenty minute program was developed and aired weekly over Channels 2 and 13. Radio station KOPY FM also provided the students a wealth of information. One group was allowed an opportunity to produce and present a one hour weekly radio program.

Another major source of information was The Futurists, a magazine published by the Future World Society. Students and the teacher received the magazine regularly. They were invited to send in any interesting articles or news to the Society.

The Time Educational Plan received weekly was another useful resource. Lesson plans for instruction were included with the issues. The plans were

Three William Adams Junior High School students are shown at the A.I.S.D. Curriculum Resource Center. They are taking a tour to find the resource facilities available to them.

designed for instruction to present major issues and to assist students in the higher levels of thinking synthesis, and evaluation.

Magazines available to students included: The Wilson Quarterly, Atlas World Press Review, Todays Education, Occupational Outlook Quarterly, Congressional Action Newsletter, American Education Magazine, Health Careers Magazine, Parents Speak on Gifted/Talented Children, and the Real World Newspaper, which is about a look ahead at life and work.

Permanent classroom facilities were not available at either of the schools. T.A.G.S. teachers were flexible and eventually shared rooms with other teachers when the rooms were not occupied. Both teachers were given office space for a base station for planning, record keeping, counseling with students, parents, and alter teachers.

Junior high school students began their program with the library as the meeting place. However, direct instruction and verbal interaction could not be implemented in the library. Classes had to be housed elsewhere. Since most junior high students visited their community mentor at least once a week, the community site became the classroom. This learning experience assisted the junior high students to experience realistic situations in areas of business, utilizing subjects such as science, mathematics, English, and art.

VIII. DIRECT INSTRUCTION

T.A.G.S. teachers prepared units for direct instruction during the August, 1976 workshop. Units of instruction and lessons were written to provide opportunity for students to accomplish objectives of the program dealing with creativity, productive thinking, problem solving, self-awareness or self-actualization, and career awareness. After much research and study, it was determined that the curriculum content would include the following concepts:

- Study of major issues
- Study of major ideas
- Analysis and creative thinking
- Association and relationship of concepts
- Evaluation of facts and critique of arguments
- Origination of new lines of thought
- Reasoning through complex problems
- Understanding of situations, times and people, to move beyond their own environment
- Decision making
- Communication
- Goal setting and planning
- Career education
- Predicting results
- Productive thinking

Resources* utilized in preparing materials on the topics included:

- Educating the Ablest, John Gowan and E. Paul Torrance, Editors
- Techniques of Creative Thinking, Ralph J. Hallman (1966)
- Teaching the Gifted Child, Dr. Ruth A. Martinson
- USDE Project, Dominquez Hieb, California State College

* See Bibliography for complete data.

- Personalizing Education, Leland W. and Mary Martha Horne
- 100 Ways to Enhance Self-Concept in the Classroom, Jack Canfield and Harold C. Wells
- Values Clarification, Sid Simon
- Classroom Ideas for Encouraging Thinking and Feeling, DKO Publishers
- Taxonomy of Educational Objectives, Benjamin Bloom
- Structures of the Intellect, Guilford
- A Place to Stand, Dr. Earl Reum
- The Mind Builder, Albert Nepton
- Materials produced through Texas Education Agency efforts

The first three weeks of the year were used by the T.A.G.S. teachers to inform the students of the goals of the program, to cite resources, such as the public library, which were available for use, and to receive basic research skills.

To prepare students for the more independent, self-directed approach to learning, the T.A.G.S. teachers provided a lesson on goal setting and planning. Because of the nature of the regular classroom situation, students receive little instruction in goal setting and few opportunities to plan for the accomplishment of those goals. Throughout the year, students received and completed planning sheets to increase skills in setting and accomplishing goals.

Another area in which students needed help was in problem-solving techniques. Students were given a process for solving problems which would transfer to projects to be implemented later. To stimulate interest in learning the steps in problem-solving--diagnosing the problem, planning ways to "attack" the problem, determining the best solution for the problem--the newspaper column, "Dear Abby" was utilized.

T.A.G.S. teachers, in meeting the needs of the students to develop their creativity,

- Provided for self-initiated learning
- Set up non-authoritarian learning stations
- Encouraged students to overlearn, that is, to saturate themselves with information, out of which new ideas would spring
- Encouraged creativity though processes
- Deferred judgement
- Promoted intellectual flexibility

- Encouraged self-evaluation
- Assisted students to become more sensitive
- Utilized effective questioning strategies
- Provided opportunities for students to manipulate materials, ideas, concepts, tools and structures
- Assisted the students in coping with frustration and failure, and to consider problems as a whole

The Torrance Test of Creativity was given as a pretest to the students. E. Paul Torrance, noted authority on creativity and the gifted, prepared this test which determines the student's fluency, flexibility and originality. A score between 100-120 is average; between 120-140, ranks at the top sixteenth percentile; between 140-160, the top second percentile. Several students scored at the top second percentile; one extremely creative student scored 176.

To stimulate the students to develop creativity, to be more open and self-confident, no grades were given for the student's product. The student was penalized, however, with a low rating in class participation if sufficient effort was not exhibited.

Thinking skills were presented through lessons which utilized Bloom's

Creative Thinking and Self Actualization exercises were topics of instruction for T.A.G.S. students. An alter teacher and two T.A.G.S. students are shown displaying some of their materials from these lessons at the T.A.G.S. Fair held in May.

Taxomony of Educational Objectives, Guilford's Structure of the Intellect, Nepton's Mind Builder, and Classroom Ideas for Encouraging Thinking and Feeling.* A newspaper received monthly, The Real World Newspaper, was used to explore higher levels of thinking. One exercise from the newspaper provided for students reading, was an article entitled, "How Good Are the Tests You Take?" They were to write a report which summarized, synthesized, and evaluated the information. Other articles were: "The Agony and the Esctasy of Firefighting," "Off Camera Jobs in TV: Life in the Shadow of The Fonz," "Auto Mechanics: Can They Clean Up Their Image?," "A Hurricane Hunter (Woman) Tells What It's Like," "Rolling Stone: A Five-Point Program To Help You Convert Parents Who Shout," "Turn That Thing Down!," "What the Movies Don't Tell You about Newspaper Work," "Supermarkets: A World of Their Own," and "How Much Work is Too Much?"

Students were given many opportunities to research important and relevant issues and they utilized higher thinking skills to determine implications based upon decisions.

Weekly copies of Time Magazine gave the teacher and students an opportunity to associate and relate concepts, critically evaluate facts and arguments, and reason through complex problems. Students read articles, researched and evaluated information and discussed and/or debated issues. Three students became so involved in this kind of activity that they joined, by invitation, a group of civic leaders at the Chamber of Commerce who were part of a "Great Decisions" group meeting weekly to discuss foreign policy. Each participant in the group cast a vote regarding his/her decision on the major issue. These decisions were sent to Stanford University for tabulation and the results were sent to senators in Washington. These kinds of experiences are challenging and appropriate for gifted children.

To assist students with an indepth look at careers, different types of materials were identified and utilized. Students were given a diagnostic instrument, Career Education Measurement Series (CEMS) before the unit was introduced. Materials utilized provided opportunities for students to investigate in depth:

- factors involved in career choices
- life-styles as related to careers
- implications of specific career choices

Students were encouraged to project themselves into a career in the future and utilize the thinking processes to make realistic judgments regarding their choices.

Self-awareness was promoted through values clarification exercises. Students discussed topics relating to feelings about what they were doing, future planning, and how they felt about themselves and others. Leadership and de-

* See Appendix for example of lesson, pages C, C1.

cision-making skills were developed. Students were given opportunity to analize themselves and were enccuraged to set a personal goal of becoming the best person he/she could become. There were no grades given during self-awareness experiences in order to assist each student to openly evaluate himself/herself and seek ways to strengthen identified weaknesses and to capitalize on personal strengths.

Direct instruction lessons provided unique opportunities for students to grow personally. This growth was reflected in subject area activities and projects.

Objective: To develop flexible and original thinking and curiosity

Subject Areas: Science and Social Studies, using Strategies #1 - Paradoxes; #5 - Provocative Questions; #14 - Evaluation Situations

Activity: The students form groups and discuss and list a number of things that are being produced only to be thrown away; yet society is unable to dispose of them. Students make a second list resulting from the question of how many different things are happening to our world and beyond as a result of this problem. Finally, the students answer the following proposition: "Suppose you wanted to invent and design a non-returnable, yet disposable, container for soft drinks; what materials could it be made of and what size and shape could it be?

Evaluation: Each group presents its ideas. Other students comment or criticize, constructively, the statements made by the groups.

Some Alice High School students are shown discussing a topic in their "Magic Circle."

IX. INDEPENDENT STUDY PROJECTS

Ideas for independent study projects were determined during the August, 1976 workshop. From information gained in the screening process the previous spring, the areas in which most students would be working had been identified.

When the program was implemented, students worked with T.A.G.S. teachers in selecting projects appropriate to his/her needs. At this point, it should be emphasized that the program was designed to provide students the opportunity (1) to internalize the process of learning and (2) to be producers not consumers of information. Students tended to desire tangible results and projects in which a product resulted provided the needed stimulus for accomplishing the program design.

Students were assisted in utilizing concepts and skills obtained in direct instruction lessons to plan and organize their projects. Projects described indicate use of creative skills, higher-level thinking skills, career awareness, and leadership and decision-making skills. As the students worked with the projects, quality of process and product was emphasized.

Alice High School

Students began their projects with detailed planning with work for the week outlined. Forms completed indicated

- Goals
- Deadline dates
- Materials needed daily
- Location for the designated activity for each day
- Procedures to be followed

Students prepared the plans for the coming week each Friday. The T.A.G.S. teacher analyzed the plans, made appointments for work in the community, secured materials, and took care of necessary details for the program to operate smoothly the coming week. Students became keenly aware of the importance of good planning in accomplishing personal and project goals.

Although the students were given the opportunity to prepare for advanced placement, UIL competition and projects, the majority of the students chose to work on projects. Although students were given permission to work together, at times problems arose. Even though the students were friends, one usually took the lead and felt the other was not doing his/her share or one felt the other was "taking things into his/her own hands." However, projects were extremely beneficial in the learning process and students learned to appreciate and tolerate each other's viewpoints and ambitions. A few outstanding projects will be mentioned here.

"Mind or Body?" was the title of a most interesting project. This project

required students to be producers instead of consumers of information. A male student classified as a junior, gifted in electronics and a female student in her sophomore year, very high academically, who would like to be a medical doctor cooperated in this project. Biofeedback is a new concept for controlling the body through one's mind. Recording devices are used to monitor signals from any part of the body and feed back information so that the person can listen to what his/her own body is doing. Barbara and Joe were interested in knowing more about this new area of science. An Alice High School science teacher served as alter teacher and a local doctor served as community mentor. The beginning was pretty difficult for both students. Very little information was available in the local library and the school library. The students discovered how scientists and researchers work--starting from little or nothing--to produce a finished product. At times the students became discouraged and considered giving up. But with the help and support of the alter teacher and community mentor, they continued until the end of the year.

Most of the projects were for six weeks or a quarter, but a few required one school year to complete. The community mentor was very helpful in obtaining background materials from the American Medical Association Library in Austin. Early in the project, the students, the T.A.G.S. teacher, and the alter teacher visited a psychology class at Texas A&I University. Some teachers, who had begun Project Nova at King High in Kingsville, were demonstrating the use of the machines used in biofeedback research. One of the students participated in the demonstration and had an opportunity to see how this type of research was being handled at other places. Two University professors became valuable resource consultants for the project.

After the trip to the University and with the help of the alter teacher, an alpha scanner machine was ordered for the students. Joe had bought and put together his own electroencephalogram in order to see the brain waves being monitored. The first quarter and a half had been used by the students to do research, order supplies, and become generally oriented. The remainder of the year was used by the students to learn how to work with the machine and use it properly, to prepare questionnaires, to study people with different personalities, to monitor brain waves and to teach volunteers to relax and/or produce other desired changes. There were no "great" discoveries as finished products, but the process in this type of learning situation was extremely valuable. This type of activity opened up an awareness and an opportunity for these students that would have been impossible without this program.

A slide presentation on the status of water in Alice done by two students was a most difficult but most interesting project involving higher level thinking skills. Raul and Beverly expressed a desire to go into this area and the teacher allowed them to do so. One of the Alice High School science teachers served as alter teacher and the manager of the City Water Department served as community mentor.

The students began by attending city meetings on hearings held by the Texas Water Quality Board. The information obtained here was invaluable. They learned that our city could be sued for $1,000 a day if stricter codes were not enforced on the meat-packing companies. Supplies which included indi-

vidual chemical and biological experiment kits were ordered for the students. Obtaining information from city personnel was no problem, but the students had some difficulty when attempting to obtain information from the meat-packing companies. This was a real learning process for the students. Because of several conflicts and some complications, the project continued throughout the year.

Providing leadership experiences was a big part of the program's objectives. Two ongoing projects gave some students an opportunity for leadership development. One of the students, Linda, decided to produce a weekly TV show using the TV facilities at the school. The speech and drama teacher, and the TV Director, were alter teachers and assisted in the planning. Two art students in the program, Jane and Johnny painted the settings. Linda was the main commentator and producer. Other T.A.G.S. students who worked on the show with Linda were Judith, special features; Al, sports commentator; and Anna, astrology. The 20-30 minute show was on the air over Channels 2 and 13 once a week. Students were provided opportunity to develop leadership skills and to improve communication skills.

Another project that gave students leadership experiences was a Radio Show once a week for one hour on radio station KOPY. This project was done by a group of students interested in music and the communications field. Executives from Station KOPY served as mentors. The students were taught the rules and regulations of the FCC and how to use the equipment. Benito served as station manager. Tracy and Norma served as program directors. Mac and Sonny were the D.J.'s, and Carla was the news and weather reporter. Occasionally the students switched roles. Along with leadership experiences, the students learned to tolerate and accept each others ideas, to make decisions, and to get along with others.

Talent in the visual and performing arts was abundant. Throughout the year, music, dancing, speech, and drama programs were presented in the school's little theater. The classes in the high school were invited to the performances. Students were evaluated by the alter teacher.

Although most of the projects centered around typical academic areas, some were different. The vocational program was one such area. An interesting project that gave a student an opportunity to work in this area was Food Marketing. Gracie had entered Food Marketing competition at the state level.

It was her goal to improve her skills in this area. The Manager of Kroger's served as community mentor, and a vocational teacher and the assistant principal served as alter teachers. Gracie learned to make and set up displays for the store and other businesses.

An Alice High School student is shown preparing a display at a local grocery store. Her project involved food marketing and distribution. Her mentor is shown helping her with the display.

Two students interested in photography rapidly became independent learners because no alter teachers were available, and only one community mentor had little time to work with them. Adequate facilities were provided at the school, and the students accomplished some of their goals.

William Adams Junior High School

The emphasis at the junior high school level was also on the process of learning rather than the products (or projects) of the students. Nevertheless, as Rensulli points out in The Enrichment Triad Model ". . . the realness of these endeavors is an extremely important factor in contributing to both student involvement and subsequent adult accomplishments. The true professional would not dream of sitting down at his desk or easel without some type of product in mind. In view of the importance of real products in both adult accomplishments and orientation of practicing professionals, it seems logical to give some attention of the role of products in programming for highly able students." For this reason, projects were deemed an important aspect of the program.

Due to the maturity level of the students and the scheduling differences, the junior and senior high schools fostered different concepts regarding a successful project. Since the high school operated under a regular independent study plan, the projects tended toward more indepth studies of a longer duration. At the junior high school level, an early problem was selection of projects which were too ambitious and too unstructured in terms of the amount

of time involved and their relationship to what was happening in the mainstream classroom. By the trial and error method, the teacher and students found that, on the junior high school level, most projects needed to be comparatively short-term in nature, lasting no more than one six weeks. Ideally, a direct connection between the project and the activities in the regular classroom was established.

There were numerous successful projects on the junior high level. The less successful projects were evidenced by the circumstances previously cited and/or loss of interest on the part of the student. The grade was one of the most important motivating factors. While this may be unfortunate, it is factual. In most instances, the motivation on the part of the student sharply decreased when it was felt project work would not be an important part of the grade for the class. Furthermore, those alter teachers who exerted some pressure, by setting deadlines, tended to provide stimulus for action in the students. Giftedness per se does not equal production.

One of the most successful strategies for assisting students in the development of self discipline was the independent study contract. This contract specified what was expected of the student. It was flexible in that the T.A.G.S. teacher, alter teacher, and student could negotiate concerning the duration of the study. It allowed the student to be out of the mainstream classroom for a period of one to two weeks. Except for definite appointments with the T.A.G.S. teacher and/or alter teacher, the student was free to research his/her topic in the school, public library, with a mentor, or at another place if the T.A.G.S. teacher or another adult was free to transport him/her to the chosen destination. Although the contract specified details such as how many books and/or articles to read, what audio-visuals were to be prepared by the student, how long the bibliography should be, the student was free to decide where he/she desired to work each day and with whom. He/she worked with a minimum of supervision. The student was held accountable for keeping appointments to receive assistance and to indicate progress. The gifted student received additional help as needed. Such contracts were not offered to the same students repeatedly, and the student had the right to refuse the contract without penalty. When the student did accept the contract, it was signed by the student, the T.A.G.S. teacher, the alter teacher, the parents, and the principal. Students were expected to meet the terms; however, there was no punishment other than a lower grade if the contract was not completed. In most instances, these contracts benefitted the student by developing self-reliance, wise structure of time, and the experience tended to give the student a good feeling about himself/herself and his/her achievements. The class benefitted from the students oral presentation which stressed not only the data collected but the learning process.

During the school year 1976-77, one of the most rewarding projects was the weekly column in the Alice Echo-News, T.A.G.S. TALK. This column was written, edited, and typed by a small staff of reporters on the junior high campus. These students organized and planned the column during brainstorming sessions with the T.A.G.S. teacher. Such sessions generated ideas for material. In the beginning they wrote about extra curricular activities on the campus such as the band, choir, football, student council, and the National Honor Society. Later they began to write articles about the T.A.G.S. program, focusing on the students, the alter teachers, and announcing activities and discussing successful projects. The staff of this journalistic endeavor were dedicated and concerned about their work. The articles were

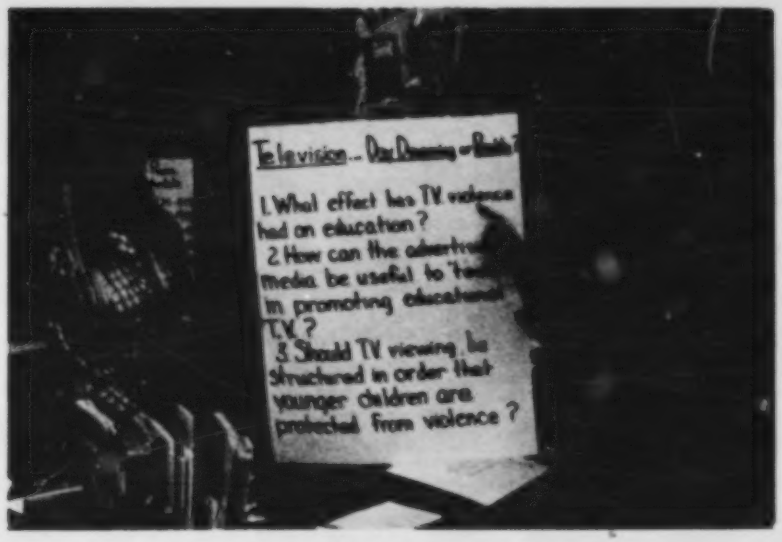
carefully edited, and typed before they were taken to the newspaper. The staff was composed of an editor, assistant editor, and eight reporters. There were four eighth grade reporters and four ninth grade reporters. Although the reporters rotated assignment topics, the editor and assistant editor wrote many of the articles. The editor wrote a weekly communique for T.A.G.S. students to inform them of T.A.G.S. TALK staff activities. For these highly motivated students, this was an independent project for which they received no credit in the form of grade, or any special plaudits of any kind. Some skills which were utilized in this successful project were 1) organization format of ideas and tasks; 2) interviewing; 3) tasks which related to public relations; 4) expository writing; 5) editing; 6) staff management; 7) typing; and 8) photography. Students had many staff sessions which required effective communication with others while seeking to understand themselves and their goals. Decision-making was an ongoing process; the T.A.G.S. teacher worked with the students in following the values clarification techniques.

Another project particularly rewarding in October, 1976 was a simulation of the presidential election. The students involved in this project began with an independent study contact concerning the means used by the American people in the selection of a president. After this time of formal research, they began to focus on the current presidential election utilizing available media, such as news programs and specials on television, the daily newspapers, and Newsweek, Time, and U.S. News and World Report. This activity provided stimulus for planning an election on the junior high school campus to select a president. They conferred with community mentors and local Democrats or Republicans who were active in their parties. They prepared questionnaires for these persons who were totally supportive and interested in this educational process. One mentor, a local attorney, who was chairperson for the Democratic party in the county, spent time on several occasions with the students answering questions not only about the current election and the Democratic party, but also about the democratic process of elections in the political life of the American people. The community mentor, representing the Republican party, also worked closely with the students. He spent time explaining what he had learned about elections by attending and participating in the national convention. Both mentors provided materials in the forms of buttons, posters, slogans, bumper stickers, phamplets and other printed materials. They assisted the students in planning the simulated election. The students prepared posters comparing the platforms of the two parties. These were posted at various points around the school. Their social studies mainstream classroom became the focal point for the dissemination of information concerning the election. In this class they received direct instruction from the alter teacher and shared with the class supplementary information which they read or learned from their mentors. In addition to these learning experiences, they generated excitement in the T.A.G.S. classes through the discussion of political topics. The T.A.G.S. teacher was inclined to feel that the authenticity of their research, contributed to the enthusiasm of the students. Meanwhile, they were planning a debate to be conducted for all social studies classes prior to the election. When organizing the debate, they chose a spokesman for the Democrats, one for the Republicans, and key chairpersons to represent the parties. All of these students began to listen to the Ford-Carter debates, to read the newspapers, and to listen to their parents and other interested persons discuss the political issues. As a result of these activities, there was excitement on the campus directly relating to political activities on a local and national scene. The enthusiasm

of the participating students was infectious. It was observable. On the day of the debates, junior high students were arguing vicariously, if not always prudently, about issues and personalities. Ballots were distributed through the social studies classes, following the heated and partisan debate. The final results of the poll gave the victory to the Democratic party. This was, indeed, a stimulating project which provided a means of involvement for all ninth graders on the campus.

Other projects at William Adams were creative writing, painting, designing grammar games, writing musical compositions, arranging music, and choreographing dances. Indepth studies included science topics such as conservation, holography, examination and collecting of fossils.

These are but a few of the numerous and personally satisfying products completed in the school year 1976-77 by the T.A.G.S. students.



Two William Adams students are shown with a poster on the effects of television on education. They presented the results of their survey on the Alice High School's T.A.G.S. T.V. Show.

X. STUDENT CONFERENCES

Student conferences were an integral part of the T.A.G.S. program. T.A.G.S. teachers met with the students on a regular basis to provide individual guidance, stimulate enthusiasm toward student projects, activities, and determine how each student was progressing toward goals.

At the end of each six weeks, the student-teacher conference provided opportunity for problem-solving, self-evaluation and analysis of program and/or personal needs. Forms completed by the student and the teacher included questions regarding the student's:

- Ability to utilize thinking skills
- Ability to work well alone
- Industry
- Dependability
- Self-Confidence
- Progress toward designated goals

While the constraints of the system required that students must receive a grade each six weeks, emphasis was placed upon the value of the conference

Two William Adams Junior High School students are shown during a conference with their teacher.

and the opportunity students had to analyze and evaluate their work. Evaluations by the T.A.G.S. teacher, the alter teacher and the student were considered in determining the six week's grade. The students also had conferences with alter teachers and mentors. Students completed a form regarding the nature of the conference. The alter teacher or mentor signed the form for the student's file. The alter teacher, mentor, T.A.G.S. teacher and the student had conferences together as needed to share progress and/or problems.

An Alice High student discusses his weekly plans with his mentor who is an officer for a local bank.

XI. PARENTAL INVOLVEMENT

During the 1976-77 school year, the parents of T.A.G.S. students were involved in the school program in several ways. Parents were required to give permission for the student to participate in the T.A.G.S. program. A local parent association for talented and gifted students, following guidelines set up by the National Association was organized in September 1976. This educational organization's purpose was:

- To disseminate information to parents about this project
- To provide information about specific things parents can do to assist in development of their child's talents
- To discuss research projects and findings across the Nation related to talented and gifted secondary students.

A community-wide presentation which was held in November, 1977 was an outgrowth of the Association. An evaluative rating scale presented to those attending indicated that 80% to 90% of the group felt that they understood the T.A.G.S. program more thoroughly.

The association also disseminated information to parents through programs on "Identification of the Gifted" and "Values Clarifications."

Parental Involvement was an objective of the T.A.G.S. Program. The William Adams Junior High School teacher is shown during a home visit with one of the parents.

The May meeting of the Alice Gifted Education Association was the T.A.G.S. Fair which featured displays of projects and recitals by the visual and performing arts students. Evaluation of the association's works for the 1976-77 school year indicated that the objectives of the organization had been satisfactorily met.

Another area of parental involvement occurred between the T.A.G.S. teacher and the parents. This involvement was direct interaction as the result of home visits, conferences on the school site, telephone calls, and a parent questionnaire.

As a project objective, the T.A.G.S. teacher was required to visit each student's parent(s) to learn pertinent information about the student, to help the parent understand the characteristics and special needs of the talented and gifted student, to answer questions the parents had concerning the program, and to gain support for the program.

Some parents became involved in the program by helping with transportation on field trips and by securing materials when the T.A.G.S. teacher had other commitments.

The T.A.G.S. teachers felt encouraged by the attitude of parents who were warmly supportive of the T.A.G.S. program.

XII. DISSEMINATION OF INFORMATION

To provide current information regarding the current status and progress of the T.A.G.S. program was a key objective of the program.

Each T.A.G.S. independent study teacher submitted quarterly articles to the local newspaper regarding the needs and characteristics of talented and gifted children. The local newspaper provided ample space when an article was submitted. The students at William Adams Jr. High began a weekly article called, "T.A.G.S. TALK." The newspaper also gave coverage to the Alice Gifted Education Association. Photographers and reporters attended the community-wide presentations about the T.A.G.S. program that were held at the High School Theatre. Approximately 55 articles dealing with T.A.G.S. appeared in the Alice Daily Echo during the nine-month school year.

The two local radio stations assisted in disseminating information about T.A.G.S. to the community. KBIC and KOPY announced the community-wide presentations. Radio Station KOPY provided a group of high school students an opportunity to produce their own radio show. This radio program helped disseminate information to the community and to surrounding communities. Many times, while the students were presenting a musical show, students from surrounding towns would call the station and make song requests.

Information regarding the T.A.G.S. program was also disseminated through the Career and Community Education newsletter published by the office of Community Education, Alice, Texas. It has a free distribution of 4,000 copies. The students at the elementary schools take home copies to the parents. The other copies go to the faculty and other personnel in the A.I.S.D. schools and interested educators in the state. The newsletter, published six times throughout the year, carried an article about program plans, needs, and/or identification at the campus and appeared in each of the issues.

An effective means of communication was implemented by the T.A.G.S. teachers. These presented the T.A.G.S. project to the Alice City Council P.T.A. The senior high school T.A.G.S. teacher explained the overall program objectives, identification procedures, and specific organization of the class, and topics of instruction were discussed. The William Adams Junior High T.A.G.S. teacher explained the program at her campus. The two teachers had opportunity to present the programs to the Rotarys, Optimists, Noon Lions, and Noon Kiwanis Clubs, the Alice Booklovers Club, The American Association of University Women, and local P.T.A. groups.

The Alice Gifted Education Association served greatly in the area or public relations. This association served as a meeting place for people to discuss ideas and problems related to T.A.G.S.

Because of this organization, the parents and interested members of the community became public relations people in support of the program. Guest speakers and programs by the T.A.G.S. students were provided at the meetings. This kept everyone informed.

Possibly the best example of a public awareness activity was the T.A.G.S. Fair held in May. About two hundred people attended.

"The Yote Howl," Alice High School Student Newspaper, was also helpful in disseminating information. Numerous articles appeared explaining the T.A.G.S. program and several T.A.G.S. students were featured. The sponsor of the newspaper was very supportive of the T.A.G.S. program. She invited one of the cartoonists in the T.A.G.S. program to feature cartoons in each issue, and the student illustrated the front cover of the paper.

In February, a thirty-minute TV program was presented to the community over channels 2 and 13. The two T.A.G.S. teachers and the Alice High School senior counselor discussed the program objectives, activities, and its progress.

In April, 1977, in the monthly newsletter, the Education Service Center Region II featured the Alice T.A.G.S. program and its students working on projects at Alice High School.

In January, 1977, an article featuring two students from Alice High School working on a dance recital was published in the national bulletin of the State Leadership Training Institute. The Alice T.A.G.S. program was explained briefly.

A highlight of the year's activities was the T.A.G.S. Fair held in May at the senior high school. The community was invited and many people attended. Student projects were displayed. Students who had worked in the areas of the performing arts made presentations of the work they had done during the year.

This project on how a volcano erupts is being displayed at the T.A.G.S. Fair in May. Three William Adams Junior High School students built it.

The displays included some of the following areas:

Art

- Water Colors
- Pencil and Sketch
- Acrylics, tempera
- Cartoons

Business - Practice Sets

English, Social Studies, Creative Writing

- Original One Act Play
- Original Short Stories
- Original Surveys - TV and others
- Illustrated Children's Books

Science and Math

- Chemistry Experiments
- Slide Presentation on WATER
- Biofeedback - biorhythm
- Volcano
- Tornado

Special Interests

Photography
Astrology
Genealogy
TV Show

This art display was a part of the T.A.G.S. Fair.

XIII. CONSULTANTS

During the period between October - November, 1975, a number of educators were involved as consultants in the needs assessment aspect of the program. Local, state, and national school personnel were contacted to obtain information and to serve as consultants. State and national consultants included the following:

Dr. Charles E. Bish
5114 Duval Drive
Washington, D. C. 20015

Mrs. Carol Lockhart
Assn. for Gifted Education
500 Honeycomb Ridge
Austin, Texas 78746

Dr. Curtis Gowan, President
National Assn. for Gifted Children
9030 Darby Avenue
Northridge, Cal. 91324
Phone: 213-885-8962

Mr. G. Y. Morales, Coordinator
Career Education
E.S.C. Region II
Corpus Christi, Texas

Scott C. Gray, Asst. Superintendent
Student Services Division
San Diego City Schools
San Diego, Cal.

Dr. Bill Nash
Dept. of Educational Psychology
Texas A&M University

Mrs. J. Beatrice Hall
Texas Assoc. for the Gifted Student
710 East 41st.
Austin, Texas 78746

Mrs. Sandra Prejean
Assistant Principal
Lanier Junior High School
2600 Woodhead
Houston, Texas

Dr. Ann Isaacs
N.A.G. Children
80802 Springvalley Drive
Cincinnati, Ohio 45235
Phone: 5130631-1777

Mrs. Bert Roy
2219 Sunset Blvd.
Houston, Texas 77005

Mrs. Dee Ann Jones, Coordinator
Migrant Education
E.S.C. Region II
Corpus Christi, Texas

Dr. E. Paul Torrance
Georgia Studies of Creative Behavior
185 Riverhill Drive
Athens, Ga. 30601

After the needs assessment was completed, a proposal was written for Title IV-C funds. Approval for the project was received in February, 1976. Dr. Irene St. Clair, Texas Education Agency consultant, was invited to be the out-of-district consultant serving the project.

Teachers and administrators who were to be involved in the T.A.G.S. program attended a workshop in June, 1976. Objectives of the workshop were:

- To review and recommend reference information for participants in T.A.G.S. Workshop in August, 1976

- To recommend solutions for alter teacher assignment procedures, credit for T.A.G.S. students, flexible scheduling policies, and parental involvement activities

Texas Education Agency consultants who assisted in meeting the June workshop objectives were B. G. Slater, Science; Larry Perry, Social Studies; Harold Hollis, Language Arts; Dr. Mary Boyvey, Library Program Director, Anne Shaw, Coordinator for Gifted Education. In October, 1976, a meeting was conducted to inform Alice Independent School District Administrators, T.A.G.S. teachers, and Alice Gifted Education Association officers about T.A.G.S. and the needs of these students.

Additional workshops have been conducted in August, 1976 and in June, 1977. Dr. Irene St. Clair continues to serve as consultant for the workshops and the project. She assisted in reviewing and revising the proposal for 1977-78.

The Alice High School T.A.G.S. teacher and the Program Coordinator attended the National Leadership Training Institute on Talented and Gifted Students conducted during 1976-77. Consultants for the Institute included:

Ernest M. Bernal, Jr.
University of Texas at San Antonio
College of Multidisciplinary Studies,
Division of Bi-Cultural/Bi-Lingual Studies

James Curry
N S LTI

Marvin J. Gold, Professor
Dept. of Special Education
University of South Alabama,
Coordinator of Programs for Gifted

Lorraine Hertz, Coordinator
Education for the Gifted
Minnesota State Dept. of Education

David M. Jackson, Executive Director
11539 Maple Ridge Road
Reston, Va. 22090
Phone: 703-437-8686

Carrol U. Lockhart, President
Texas Assoc. for Education of
Gifted Children

James F. Miley, Coordinator
Gifted and Talented Programs
Dade County School
Miami, Fla.

Joseph S. Renzulli
Bureau of Educational Research
University of Connecticut

Irving S. Sato, Director
LTI
316 W. Second St. Suite PH-C
Los Angeles, Ca. 90012
Phone: 213-489-7470

Clifford Stallings
Graduate School of Human Behavior
Consultant, Center of Urban and
Human Development
United States International
University
San Diego, Cal.

Sandra N. Kaplan
Asst. Director
National LTI

The Education Service Center, Region II, continued to provide consultant service for the project. Mrs. Ann Christenson provided continuous assistance throughout the school year 76-77.

Dr. Irene St. Clair, Consultant for August 1977 Workshop, discusses independent study project developed by Alice high drama teacher.

The seventeen junior and senior high faculty members participating in the August 1977 Workshop produced eighty-five independent study project ideas for student reference and use.

Community Education funds provided coffee and doughnuts for August 1977 workshoppers. The fifteen minute break gave participants time for informal discussion.

XIV. THE BUDGET

The Texas Education Agency awarded a Title IV-C Grant of $44,442 for the T.A.G.S. project.

The largest budget items were salaries, substitutes, and travel for the two T.A.G.S. independent study teachers. Travel expenses included home visits, transporting students to community mentors, and obtaining supplies.

The second largest budget item was contracted services. These funds allowed the Alice Independent School District to provide merit pay to alter teachers for additional work with students. This merit pay was a positive morale factor at both the junior and senior high level. The original plan was to appoint eight alter teachers at each campus. However, the Junior High principal indicated that more teachers in the program would enhance the program. He felt that the teacher who had the student in his/her classroom, would know the student better, be able to advise him/her more effectively and guide the student to select an independent study project related to the topic the regular students were studying.

Therefore, it was agreed to designate funds for contracted services at each campus. The principals awarded funds to alter teachers based upon the number of students the teacher was assigned. Each student represented one share per quarter. Teachers received merit pay based upon the number of shares they had in a quarter.

The T.A.G.S. independent study teachers were responsible for financial record-keeping for alter teacher operations with students, and that the alter teachers received one check in May, 1977 for their services.

A large chart was designed to keep accurate records of alter teacher shares. Below is a simulation of the chart used.

	Alter Teacher (Name) Quarter			Alter Teacher (Name)			Alter Teacher (Name)			Total No. Quarters Students in Project
Student Name	1	2	3	1	2	3	1	2	3	
Brown, B.	X	X					X			3
Hub, C.				X	X	X				3
Smith, D.	X			X			X			3
Garcia, G.							X	X		2
etc.										
Total No. Alter Teacher Shares		3			4			4		

At the end of the year the chart records were tallied. The total number of all shares accumulated at each campus was divided into the total amount of money budgeted for each campus to determine the rate per share. The

rate of the share was multiplied by number of shares earned by an alter teacher to determine merit pay to be received by each individual alter teacher. There were approximately twenty-three alter teachers involved at Alice High and twenty-two alter teachers involved at William Adams. When alter teachers worked with a student one six weeks only, they were credited with .5 share.

The alter teachers indicated approval of the plan of awarding merit pay. This practice will be continued in 1977-78.

Another budget item was the funding of the August, 1976 workshop. Twenty participants (alter teachers, T.A.G.S. teachers, and 2 counselors and a consultant leader) were included in the workshop.

Other budget items included money for instructional supplies and materials, figuring a per capita of $12.00 x 150 students and instructional resources and media, figuring a per capita of $17.00 x 150 students. Guidance and counseling supplies and materials needed for testing and gathering evaluative data was figured at a per capita of $8.00 per capita x 150 students.

Local funds provided desks and chairs for T.A.G.S. independent study teachers; Title IV-C funds were utilized to purchase 3 filing cabinets.

Local and Community Education funds paid the salary of the individual responsible for coordinating the program.

The budget was adequate to initiate the program during the 1976-77 school term.

XV. EVALUATION

Evaluation of the Talented and Gifted Students Project indicated a high level of accomplishment based upon subjective and objective data. Those involved in the program indicated an overall view of the project as positive.

Analysis of data based upon the project objectives indicated positive outcomes.

One objective was to develop a model system for identifying talented and gifted students, grades seven through twelve. The system was developed and used. The procedures for utilizing the identification system are included in the appendix of this report.*

Indications that the identification system was effective became evident in May, 1977. Two of the T.A.G.S. students were named by the Alice High School faculty as outstanding Senior Boy and Girl at Alice High School. One of the T.A.G.S. students received a Piper Foundation Scholarship valued at $2,000.00 a year for each of his college years. The third highest ranking student at Alice High School was a T.A.G.S. student. Three T.A.G.S. students are All-State band students. One of the T.A.G.S. students received a $4,000.00 President's Scholarship to the University of Texas. One of the T.A.G.S. students was a national merit scholarship semi-finalist. In summary, forty-seven percent of the T.A.G.S. seniors received awards.

Another objective indicated that a minimum of one hundred fifty secondary students would have experienced independent study class time designed to:

- Enhance their productivity in area of identified talents
- Enable them to work with community mentors
- Strengthen their leadership creativity ability
- Enable them to prepare for advanced placement
- Enable them to research their occupational goals

Although more than one hundred and fifty students were identified as talented and gifted, one hundred and thirty-nine students agreed to enroll in Independent Study for the school year 1976-77. Only three students withdrew during the school year.

Approximately forty-one community mentors were involved with student contact hours to mentor averaging one hour per week per quarter. Some mentors were utilized the entire school year, others one six weeks, depending on nature of project.

The T.A.G.S. independent study teachers included information about leadership experiences in the case study written for each student.

Students were given the Torrance Tests of Creative Thinking Verbal Forms A (pre) and B (post).

* See Procedures for Selection and Forms for recording data, pages I, I1, I2, I3, J, K, L, M.

Thirty-nine junior high students and fifty-one senior high students took both pre and posttests. Other students (n = 49) in the program took either pre or post and these scores were not considered in interpreting results. A comparison of results of post to pretest was quite impressive as to improvement. Average gain at the junior high level is:

. Fluency - 34.98

. Flexibility - 57.10

. Originality - 64.08

At the senior high level the average gain was also satisfactory:

. Fluency - 9.18

. Flexibility - 21.47

. Originality - 25.06

At the Alice High level of fifty-one students taking both pre/posttests, sixteen percent of students scored at the ninety-eighth percentile range on the pretest and fifty-eight percent of the students scored within this range on the posttest.

Nine junior high students scored at two hundred on all or part of the posttest, and three Alice high students scored at 200 on all or part of the posttest.

The table below shows how many students fell in upper sixteenth percentile (120 to 139 score range) (standard scores) (84th percentile range)

William Adams Junior High

	Pre		Post	
	No.	%	No.	%
Flu.	4	10%	9	23%
Flex.	11	28%	4	10%
Orig.	6	15%	6	15%

Alice Senior High

	Pre		Post	
	No.	%	No.	%
Flu.	2	4%	14	27%
Flex.	12	24%	19	37%
Orig.	18	35%	8	16%

The table below shows how many students fell in upper two percent (140 and above) on standard scores. (98th percentile range)

William Adams Junior High

	Pre		Post	
	No.	%	No.	%
Flu.	0	0%	18	46.2%
Flex.	1	3%	30	77%
Orig.	1	3%	29	74%

Alice High School

	Pre		Post	
	No.	%	No.	%
Flu.	2	4%	4	8%
Flex.	2	4%	18	35%
Orig.	8	16%	30	59%

The results lend additional credence to educational researchers who contend that creative thinking skills can be strengthened through systematic learning experiences.

Four Alice High students used independent study class to prepare for Advanced Placement. One student planned to take the examination at Texas Woman's University during the summer of 1977.

Alice High Counselors provided a minimum of three hours counseling per Alice High T.A.G.S. students concerning occupational goals, Vocational Planning Inventory (VPI) scores, information on post-secondary opportunities, scholarship opportunities. The Career Education Measurement System was also used as pre/posttests to determine growth in mastery of Career Education.

At the Alice High School forty-eight point eight percent of the students taking both pre and post Survey Form 00, scored ninety percent mastery or above on the pretest. Posttest results showed that sixty-two percent of the students scored ninety percent mastery or above. This represents an increase of thirteen point two percent of the students. The table below indicates numbers of Alice High students with a given percent range of mastery:

C.E.M.S. at Alice High

Alice High Number of Students		Sub-Category Percent Mastery Range
Pre	Post	
22	28	90% - 99%
19	14	80% - 89%
2	1	70% - 79%
2	1	60% - 69%
0	1	50% - 59%
0		40% - 49%

Sixty-six percent of the students taking both pre and posttests recorded maintenance or a gain.

At the William Adams Junior High School, forty-one point eight percent of the students taking both pre and post Survey Forms 00, scored ninety percent mastery or above on the pretest. Posttest results showed that thirty-four point eight percent of the students scored at the ninety percent mastery or above. This is a decrease of seven percent of the students. One factor which might have caused the difference between the two campuses is that the junior high structure was less traditional, and the structure for organization was delayed one six weeks.

The table below indicates numbers of Junior High students within a given percent range of mastery:

C.E.M.S. at William Adams

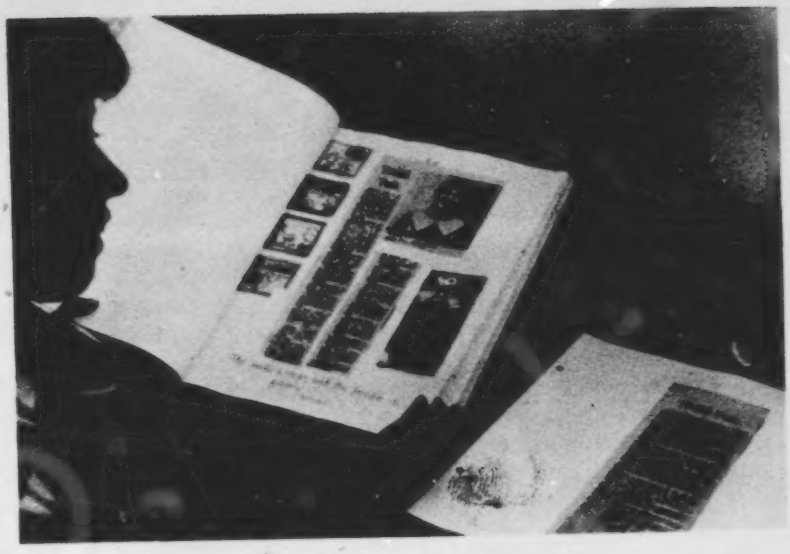
William Adams Junior High Number of Students		Sub-Category Percent Mastery Range
Pre	Post	
18	15	90% - 99%
17	16	80% - 89%
3	3	70% - 79%
3	7	60% - 69%
0	2	50% - 59%
1	0	40% - 49%
1	0	30% - 39%

Sixty-five percent of junior high students taking both pre and posttests Survey Form 00 recorded maintenance or a gain.

An objective of the project focusing on parental involvement indicated that a local association would be organized to support education for the gifted. This organization of fifty-two members was chartered during the school year. Monthly meetings were conducted with an average attendance of twenty-two. Parent rating sheets were completed by members and the responses were positive.

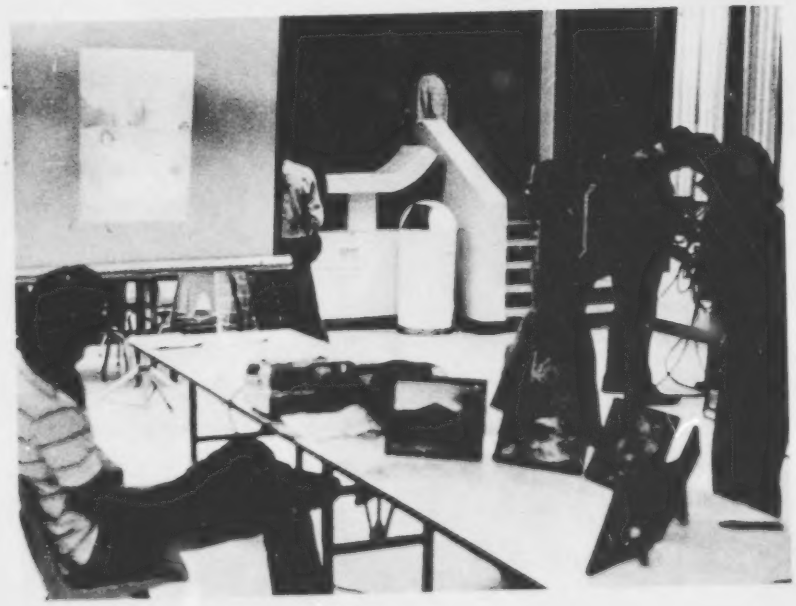
An objective for the secondary staff members involved in the project indicated that increased competencies in identifying talented and gifted students would be in evidence. The one hundred twenty-eight teachers in grades eight through eleven utilized the screening instrument. Final results of the project indicated that only three students requested a transfer to the regular program. This indicates that teachers effectively utilized the screening instrument.

* The pretest was machine scored by the Education Service Center, Region X at a cost of forty cents per student. Since machine scoring costs had risen tremendously, the posttest was hand scored by the Alice T.A.G.S. teacher and program coordinator with technical assistance provided by Region II Consultant. The staff determined that hand scoring took approximately four minutes per test. The results were available more quickly than with the machine scoring plan. The results could be utilized more effectively as teachers analyzed and interpreted data. This method proved to be less costly in producing copies of results.



Seventy-seven junior high students completed a total of three hundred forty-three projects during 1976-77. Several junior high students wrote a weekly column published by Alice Echo News.

Fifty-nine Alice High students completed a total of ninety-one independent study projects. One student project involved a study of water pollution in Alice.



The ability to set a goal and plan for its achievement was reflected in displays of students independent study projects at a Community Fair held May, 1977.

XVI. SUMMARY AND RECOMMENDATIONS

The intent of this report was to provide the reader with information regarding the Alice Independent School District program which provided services to talented and gifted students.

New and innovative programs are begun with the hope that the venture will prove successful, and that the impact of the program will cause others to wish to emulate the model.

In summary, these experiences highlighted the venture:

- Leadership experiences were provided and the student's self concept was improved. For example, one parent stated that the most valuable aspect of the program to her, was the poise and self-confidence her son had developed.
- Students developed the ability to set short and long range goals and plan weekly to attain them.
- The community and Texas A&I University, Kingsville, opened its doors and became the classroom for students.
- Students had opportunity to prepare for advanced placement.
- Students explored indepth topics of their choice.
- Students interviewed community members regarding careers.
- The mini-recitals presented by talented/gifted students in the performing arts and viewed by other classes were appreciated by both faculty and students. This type recital had not been offered before.
- The teachers became more aware of the characteristics and needs of the talented and gifted students.

Student follow-up information secured from the Alice High T.A.G.S. teacher revealed that four students have obtained summer jobs that relate to their independent study projects. One student is working in a local bank and is serving in a variety of departments as banking personnel take vacations. Two students are working as radio announcers at the local radio stations, and another is serving at a radio station involved in scripting, general sales and typing.

There are some factors which should be considered as a school district prepares to implement a program for gifted and talented students. The following steps are recommended in the development and implementation of the program:

- develop a definition of talented and gifted students

- Identify the students at the target grade level. A recommended source for screening instruments is the guide, The Identification of the Gifted and Talented by Ruth A. Martinson.

- Plan objectives and design the evaluation of the program. Excellent resources are Sandra Kaplan's handbook entitled, Providing Programs for the Gifted and Talented and Joseph E. Renzulli's, A Guidebook for Evaluating Programs for the Gifted and Talented.

- Select a coordinator for the program and a task force to assist in decision-making

- provide staff development for persons to be involved in the program

In terms of curriculum, Joseph E. Renzulli's, Enrichment Triad Model provides information on activities that make talented and gifted program curriculum defensible. Teaching the Gifted* and Educating the Ablest** are also excellent books.

Other recommendations include:

Student Selections

- Utilize multiple criteria to select students

- Develop criteria for identification of giftedness other than academics

- Place students according to student desire and parent approval

- Provide parents, teachers, or community specialists opportunity to recommend a student for the program

- Secure financial support of the Board of Education through leadership of the superintendent of schools

- Inform building principals of the objectives and nature of the program. They should work with the coordinator and teachers who work with gifted students

- Employ special teachers to work specifically with the gifted. They should be flexible, intelligent, self-assured, innovative teachers who have expressed desire to work with talented and gifted students and have special training in this area

- Provide funds for teachers to attend conferences and/or make visitations to observe exemplary programs

- Provide guidance and counseling personnel to assist with the program

- Provide subject matter specialists (alter teachers) to assist in the program for talented/gifted students.

* reference biblio no.
** " " "

Curriculum

- Gifted students should be involved in the planning and evaluation of their curriculum. Work in special classes should replace work of the regular classroom.

- Experiences for the gifted should include indepth study and higher levels of conceptualization.

- Teachers should stress the process of learning rather than the product of learning. The direction of learning activities should be determined by the interests and needs of the individual students.

Grading and Record Keeping

- Records which should be kept on each gifted student include test information, academic records, career and educational goals, work samples, and subjective personal data.

- Decisions about grades should be made in accordance with the program prototype. Since the student is grade oriented, a grade should be awarded.

Public Relations

- Individuals involved in a leadership role in the program should have opportunity to speak to community groups to describe the objectives and activities of the program.

- Information about the program via the news media should be disseminated regularly.

- Parents should receive information periodically about the activities of the program. At least one home visit per student involved in the program should be made. Parents should receive detailed information prior to their child's program entry.

Evaluation

- The evaluation design should be planned at the time the objectives are written.

- Consultant services should be utilized to provide for valid evaluation results.

APPENDIX

PHILOSOPHY

Alice Independent School District acknowledges that talented and gifted students require stimulation which is unique from that received from association with their peers, but it contends that these students should not be isolated from their peers. The Alice Independent School District T.A.G.S. project for secondary students has been designed to provide stimulation for these students while requiring them to function with their peers during a majority of the school week.

Talented and gifted students possess the potential to become the leaders in our community, State, and Nation. If not challenged, however, their potential and abilities can become stale and their creative thinking regimented. The T.A.G.S. project is designed to exercise and develop this natural resource by helping each student develop personal knowledge, skills, and competence to maximum capacity and to learn behavior patterns which will help him/her to become a responsible member of society. These goals are the goals for public education in Texas, and they are appropriate for our talented and gifted.

The goals and objectives of this educational program for talented and gifted stress the development of self. Independent study projects allow for student self-determination in the learning process. Goals and objectives written by the students are consistent with the concept of self-direction and self-evaluation. Student written goals and objectives for independent study guided by the T.A.G.S. teacher places an emphasis on the attainment of learning skills such as research, inquiry, problem solving and decision making. These skills are conducive to teaching students the process of learning.

The goals and objectives of the program outline the possibilities for learning while allowing students to pursue individually what they wish to do and learn.

The affective domain is included for the program in that each student responds to these questions: Who am I? Where am I going? Why have I chosen this path? These questions for self-evaluation and planned related experiences enable the student to develop a personal philosophy which is representative of both his/her value system and his/her knowledge of the nature of man.

The goals and objectives of the T.A.G.S. project do not dismiss instruction of the basics of learning.

Realizing that the ability to communicate is essential to personal and social adjustment, the T.A.G.S. project goals and objectives provide for the attainment of skills in communicating through multimedia and multi-modal sources.

Learning is reinforced by materials and tasks which are differentiated in content and intent. They are geared toward developing self-directedness as it relates to independent study, individualized instruction and self-expression as it relates to creative thinking.

Prepared by: Nolan Boyd

MEMORANDUM

Goal #9

High School Workshop
August 3, 1976

By invitation I attended a workshop dealing with curriculum preparation for high school students.

I talked with Ms. Amanda Garcia and Mrs. Robert Kreston. Ms. Garcia is in Math Department and Mrs. Kreston in General Business.

I explained that we were going to work with the T.A.G.S.* program and specifically with Al Briseno in helping him with his banking project. It was agreed that if there are others of the talented and gifted students who are interested in banking, The Bank of South Texas would work with a small group (3-5) in developing a unit of study on banking for the group's project. This project could be used as part of a broad based study of money management.

I explained to the teachers that The Bank of South Texas is interested in working with the school system in the development of curriculum materials to teach young people the principles of money management. Also, that the bank is willing to assist in gathering resource material and supplying bank personnel for instruction in the field of money management.

I further told them of the plan agreed upon by Mr. W. W. Farrar and the Bank. This plan calls for the following time table:

Summer of 1976 - Resource material to be gathered by The Bank of South Texas.

Fall school term .976 - Joint planning by the bank and school a unit of study.

Spring term 1977 - Testing of unit.

Fall term 1977 - Installation of unit.

The teachers requested a list of topics about which the bank might furnish resource material. I suggested the following topics:

1. Digest of bank services
2. Loans
3. Financial or estate planning
4. Savings
5. Check and checking accounts
6. Bank credit cards
7. Use of computers
8. The Federal Reserve and money supply
9. Banking as a career

* Program for the Gifted and Talented.

MONEY MANAGEMENT

I. Overview of Bank Services

II. Borrowing and Financing

III. Financial Planning

IV. Savings

V. Checks and Checking Accounts

VI. Bank Credit Cards

VII. Banking and the Computer

VIII. Flow and Control of Credit

IX. Banking as a Career

T.A.G.S.
August, 1976

Alice Independent School District
Alice, Texas

SUGGESTED LESSON PLANS FOR DEVELOPMENT OF CREATIVE THINKING FOR SENIOR HIGH SCHOOL STUDENTS

Lesson Plan No. 1

1. Mobius Strip: See Todays Basic Science, page 2 and 10.

2. Assemble cardboard boxes sealed with unknown objects inside. Have students try to identify objects or at least give properties--heavy, round, etc.

Suggested by: Linda Brent, Science

Lesson Plan No. 2

The Mind Builder - Based on the work of Albert Upton by Richard W. Sampson.

THINKING - THE FUNCTIONING OF THE MIND

I. WORDS. Vehicle of communication, tools of thought, markers or signs to help us keep track of our mental explorations.

II. THING-MAKING. Experiences resulting from external stimuli.

III. QUALIFICATION. Noticing aspects. Three types of qualities -- sensory, emotional, and logical.

IV. CLASSIFICATION. Dividing into classes.

V. STRUCTURAL ANALYSIS. Parts extending over quantities of space.

VI. OPERATION ANALYSIS. Stages of operations extending over quantities of time.

VII. ANALOGY. Similarity between relations.

DEVELOPING CREATIVE THINKING

I. The T.A.G.S. Teacher should discuss Upton's conception of thinking. Explain his seven phase plan, giving specific examples.

II. Lead a discussion causing the students to think of examples of each phase.

III. Use the apple exercise, scarecrow exercise and/or paradox to stimulate thinking along the same lines as Upton's "conception of thinking."

APPLE EXERCISE

I. What is this? (Display a big, shiny, red apple.)

A. Describe fully....

B. Assume you have never had eyesight and had never been told an apple

is "red,
How would you perceive the object?
Describe fully again.

C. If you were from another planet and had attennae on your head.... What would happen to your perception of the object?

D. Does an apple really exist? Are your descriptions part of the external world or a part of your mind?

SCARECROW EXERCISE

II. Purpose: To make the student aware of the unique attributes of the human mind.

A. What is this? How have you perceived this? (Show picture of a scarecrow.)

B. Classify not the picture but the object represented as animal, vegetable or mineral. Then give twenty qualities, characteristics or classifications that would enable someone to deduce what you have seen, without seeing the picture themselves. (We will assume no ESP.)

C. What would be the crow's perception of the object represented by this picture?

D. Explain the differences between your perception and the crow's, if any.

PARADOX

III. "If a tree falls in a forest when no one is there, is there any sound?"

A. Have the students react to the paradox.

B. Develop and discuss the following points:

1. The paradox involves the ambiguous word, sound.

2. A noise experienced as part of our consciousness (a mental thing).

3. A physical thing, sound waves, patterns of condensation and rarefaction of air, a thing outside the mind, possessing no "loudness" (which is an experience requiring a mind in which to exist).

4. To understand how our minds "make things" out of sensory stimuli which stream in through our eyes, ears and fingertips we must draw the line between things which exist only in our mind, things which belong to the external world only.

Suggested by: Amanda Garcia, Mathematics

GLOSSARY

alter teacher - Master teacher in some special field such as chemistry, journalism, music psychology.

case study - A record which includes all information available on the student, including checklist of enrollment requirements, personal data, health and general development data, parental inventory, anecdotal records, teacher checklist for identification purposes, interest inventory, test scores, teacher reports and comments.

creative thinking - The process in mental skills required for associating or creating by putting together, in new and original combinations, elements of information which one has previously acquired.

creativity - Refers to a mental process where the expectation that something original and new will be produced.

curiosity - The ability to wonder or explore questions or ideas.

divergent thinking - The use of evaluation or expansion.

elaboration - The number or detailed steps or ability to expand upon questions, ideas, responses or products.

flexibility - The number of detours, categories, changes of approaches, or direction of thinking one can make in producing questions, ideas, responses or products.

fluency - The number of ideas, questions, responses or products generated.

gifted - A student that possesses more than one ability of superior quality.

A student . . . . "needing differentiated education or services beyond those being provided by the regular school system to the average student in order to realize those potentials. (HB #280)

independent study - A provision for a student to explore, experiment and discover ideas for his/her own education as creator and evaluator; test his/her concepts and perceptions and validate his/her choices. The alter teacher, sponsor, and parent may have varied responsibilities for guidance and opportunities in which he/she may test ideas.

independent study project - Refers to the particular topic which sparks an interest in the student who chooses to pursue the interest to a degree not possible in the regular classroom. The project may be a cooperative affair with each member defining clear cut responsibilities and pursuing these to the projected outcome.

independent study teacher - A guide and counselor to several students regarding choices for projects. This person aids in setting student goals and in acquiring sponsor, helps in testing ideas and in validating the information.

mentor - A person from the community who possesses prestige and power in the same social system and encourages and supports a student in expressing and testing his/her ideas. This mentor has experienced success in the particular field from which the student has chosen a project.

originality - The measure of unusual, related, clever or uncommon ideas, questions, responses or products generated.

strategies - Refers to a plan of action.

T.A.G.S. - Talented and Gifted Students.

talented - A student possessing a specific, natural or acquired ability of superior quality.

> A student . . . . "needing differentiated education or services beyond those being provided by the regular school system to the average student in order to realize those potentials. (HB #280)

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Letter To Editor

Editor-Alice Echo,

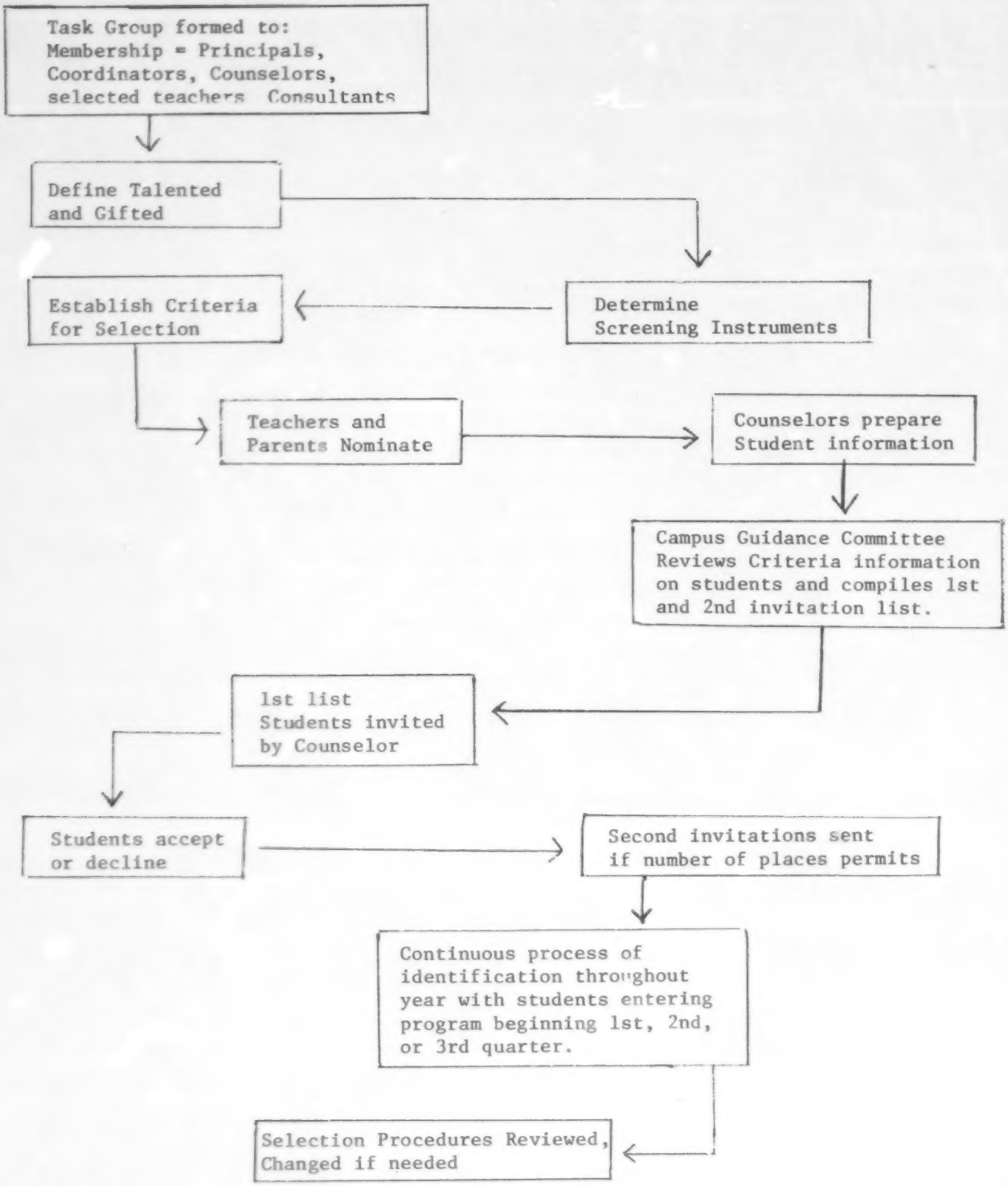
We are two TAGS students in the ninth grade at William Adams Jr. high. Both of us feel that TAGS has taught us to explore different areas in our field of Social Studies and has helped us in the painful process of growing up. First we would like to thank Maxine Walker and those who started TAGS in Alice. They spent a great deal of hours getting everything organized. Next we would like to thank, most of all, our altar teacher. Without the alter teachers help, the program could not function. For there is only one teacher, Mrs. Monferdini, who provides transportation, finds source people in the community, in addition to keeping records and test scores on each student. She is very busy and also the students are only allowed to go to TAGS twice a week. The other days are spent in the regular classroom. This is where the alter teacher takes charge. Each one has a separate and unique system. We were very lucky. Our teacher does not keep us bound to the classroom. We are given the time to work on our current TAGS project. In this way we have learned about things not in the History book. History has been made more interesting because we can do what we enjoy and at the same time learn about the History of the world. We both are proud of our accomplishments of the year. At the time we may have grumbled about the deadlines, but now we realize that we really learned a lot. We wish every student could have this chance to explore on their own. We hope that the TAGS students next year who have our teacher will appreciate him and recognize the production he can bring out of you. We are very glad we have had such a wonderful teacher like Mr. Noe Estringel. Thank you, Mr. Estringel for letting us express our work outside the classroom. It has really built up our responsibility, maturity and dependability. Again, thank you for being you--a truly beautiful friend and teacher.

Sincerely,
Debbie Sultemeier
& Melva Trejo

T.A.G.S.
Alice, Texas

Alice, Texas
June, 1977

A Model to Identify Talented and Gifted Students



T.A.G.S.
Alice, Texas

Alice, Texas
June, 1977

A MODEL

Identifying Talented and Gifted Students in Alice I.S.D. Grades 7 - 12

Time Duration	Activity	Responsibility
	PREPARATION	
Jan. 1 wk.	1. Prepare sufficient number of Screening Instruments for nominations.	Coordinator
	2. Dessiminate information for use to: principals, counselors, T.A.G.S. Ind. Study Teacher	Coordinator
	SCREENING	
Jan. 2nd and 3rd week	3. Use teacher observation form entitled "The More Able Student" to nominate students.	Academic Teachers and Vocational Teachers
	4. Use "Teacher Opinion Rating Scale for Student Gifted in Music"	Secondary Music Teachers
	5. Use "Teacher Opinion Rating Scale for Students Gifted in Art"	Secondary Art Teachers
	6. Use "Teacher Opinion Rating Scale for Students Gifted in the Dramatic Arts"	Secondary Drama Teachers and English Teachers Grades 7-8
	PREPARATION	
Jan. 4th and Feb. 1st week	7. Use Counselor's form to prepare Academic list of students' names who score at or above 80%tile on any one of sub-tests on SRA or I.T.E.D. Students who score at 78%tile on 3 or more stub-tests names should be added.	Counselors Grades 7-12
	8. Prepare vocational list of student's names who score at 3.0 and above on Vocational Planning Inventory in General Vocational or any of specific areas, naming area.	Counselors Grades 8-12

Time Duration	Activity	Responsibility
Jan. 4th and Feb. 1st week	9. Use Counselors form to prepare vocational list of students names who scored 7 or 6 on More Able Student. Psychomotor Characteristics Teacher Observational Checklist.	
	10. Use Counselors form to list names of students and rating scores for Music, Art and Drama	Counselor
	SELECTION	
Feb. 2nd wk.	11. Using completed Counselor forms and lists of students names who scored at 3.0 or above on V.P.I., Campus Guidance Committee meets to determine students who get first invitation and students who should be extended an invitation second. Criterion for Selection: Total No. of Charateristics observed 33-23 considered for placement first. Those students ranking 90%tile or above on achievement sub-test scores should be considered for placement first. Students rating 39-44 on Music Rating Scale should be invited first. Students rating 32-36 on Art Rating Scale should be invited first. Students rating 35-40 on Drama Rating Scale should be invited first.	Principal Campus Guidance Committee Counselors T.A.G.S. Ind. Study Teachers

		Standaradized Achievement Test scores will not be a criterion for entry for students nominated for music, art, and drama. Vocational students selected for 1st invitation should have a Grade range on VPI of 3.5 to 4.0 on General Vocational Aptitude Score. Second invitation extended to those with scores of 3.4 to 3.0.	
	PLACEMENT		
Feb. 3rd and 4th week	12.	Notify students of eligibility for program.	Counselors
	13.	Ask students to get parents to sign letter of permission if they wish to enter program.	Students (First Invitation)
	14.	Use "More Able Checklist" to nominate students.	Parents
	15.	Check records of students who have been nominated by parents and check teachers who have had student	Counselors
	16.	If program entry quota is not full, extend 2nd letter of invitation to: students nominated by parents, students rated as deserving to receive invitation.	Counselors
	17.	Continues identification, screening process with students entering program at beginning of second and third quarter during school term.	Counselors Ind. Study Teachers Secondary Faculty Principals.

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

Procedures for Selection

Alice Independent School District Criteria Used for Identifying Talented and Gifted Students

Grades 7-12

Academic Areas:

(English, Science, Mathematics, Social Studies)

Teacher Observation and Nomination:

Use teacher observation checklist entitled "The More Able Student"

. Counselor will list all students on prepared form who were nominated, indicating total number of characteristics observed. Those students ranking between 33-23 should be placed considered first. These names can be circled. Also indicate subject area for nomination.

Achievement Tests:

. Counselor will prepare a list of students' names who scored above the 80th percentile on any one of sub-tests of S.R.A. Blue Level Form E or I.T.E.D. tests, indicating subject area and score.

. Counselor will then use teacher nomination form and indicate achievement test scores of students who were nominated.

Note:

. If the student has a high ranking of characteristics of talent and giftedness, but falls below the 80th percentile on achievement tests, this will not eliminate him/her for consideration for selection for participation in the program. Group achievement tests stress verbal ability, and can present potential problems with respect to language factors.

The Campus Guidance Committee will use Counselor's Prepared Form, and make final decisions selection for students to be invited to participate first, with approval of the principal.

The attached chart will provide a basis of numbers limitation from which the Campus Guidance Committee can work to prepare a list of names for the first invitation.

These suggested numbers are an attempt to provide a balance of students working in the different areas. A problem in balance will occur when a student has been nominated by the teachers for more than one subject area, however, the Campus Guidance Committee will want to make an effort to identify students for the fine arts and vocational in a fair process of balanced number, if at all possible.

If a student has been nominated for more than one subject area, the student must decide his/her choice of area for the first quarter, 1977-78 at the time he/she brings back his/her parent permission slip. This will enable the T.A.G.S. Junior High Independent Study Teacher to know that the student has option to change subject area of study each quarter if he/she desires to change.

First Invitation Number:

	Memorial	Dubose	William Adams 8th - 9th		Alice High 10th-11th	
English	3	3	5	4	5	4
Science	3	3	5	4	5	4
Math	3	3	5	4	5	4
Social Studies	3	3	5	4	5	4
Drama/Speech	3	3	5	4	5	4
Music	3	3	5	4	5	4
Art	3	3	5	4	5	4
Vocational	3	3	5	4	5	4
	24	24	40	32	40	32

Based on experience of 1976-77, some of these students will not desire to participate. However, the project is attempting to serve seventy-five students on each campus per quarter. Therefore, it will be necessary for the Campus Guidance Committee to indicate on the Counselor's Prepared Form using (1) for students who will be invited first, and using (2) for students they would recommend to be invited second, should enrollment figures not be reached.

During the 1977-78 school term all teachers have the right to continue to nominate students whom them feel were overlooked, using the Teacher Observation Checklist for the More Able Student. Get these forms from counselor's office. The counselor and the T.A.G.S. independent study teacher will cooperatively study achievement test scores and make the decision as to entering the student, should he/she desire to do so, and as enrollment permits.

Fine Arts Area (Music, Art, Drama/Speech)

Music:

All music teachers (grades 7-11) will use the Teacher Observation Checklist entitled, "Teacher Opinion Rating Scale for Student Gifted in Music."

Forms will be returned to the counselor's office. The counselor will add all these names to prepared form, indicating score on rating scale. Students who score very high, 39-44, should be invited first. Counselor will indicate this by placing (1) on the form. Students who score high, 34-38, should be indicated on list and (2) placed on the form for Guidance Committee selection.

During 1977-78 school term all music teachers, grades 8-12, may use this form to nominate students they believe have been overlooked. These forms are available in counselor's office and should be returned to counselor's office for review by the counselor and T.A.G.S. independent study teacher.

The standardized achievement test scores will not be used as a criterion for entry, all though they should be indicated on the Counselor's Prepared Form, and may be used as a consideration for first...

Art:

All art teachers (grades 7-11) will use the Teacher Observation Checklist entitled, "Teacher Opinion Rating Scale for Students Gifted in Art."

Forms will be returned to counselor's office. The counselor will add these names to prepared form indicating score on rating scale. Students who score very high, 32-36, should be invited first. Counselor will indicate this by placing a (1) on prepared form. Students who score high, 28-31, should be indicated with (2) and may be invited on a secondary basis should enrollment suggested quota not be filled.

During 1977-78 school term all art teachers, grades 8-12, may use this form to nominate students they feel have been overlooked. These forms are available in the counselor's office. Completed forms should be returned to counselor's office for review and consideration by counselor and T.A.G.S. independent study teacher.

Drama:

All English Teachers, grades 7-8, and all secondary drama/speech teachers will use the teacher opinion rating scale to nominate students with potential talent in drama. The scale is entitled, "Teacher Checklist for Students Gifted in the Dramatic Arts."

Forms will be returned to counselor's office. The counselor will list all names nominated indicating rating score of each. Those rating very high, 35-40, will be indicated with a (1). Those rating high with a (2).

These ratings will be considered by Campus Guidance Committee as they make final selection of names for first invitation.

Standardized achievement test scores will not be a criterion for entry, although these scores will be indicated and may be used for consideration.

During the 1977-78 school term those special teachers of drama/speech, grades 8-12, may obtain this form from counselor's office to nominate students they believe have been overlooked. Forms should be returned to counselor's office for review and consideration by counselor and T.A.G.S. independent study teacher.

Vocational

The seventh grade vocational teachers and all secondary vocational teachers will use the Teacher Observation Form for the More Able Student, paying especially close attention to psychomotor characteristics when nominating students. The forms will be returned to the counselor's office.

The counselor will list names of students nominated for vocational and indicate number of characteristics listed for psychomotor (maximum = 7). Students with a score of seven will be considered first, and students with a

score of six will be considered (2).

The counselor will prepare a second list of student names who scored at 3.0 and above on the Vocational Planning Inventory Report in General Vocational or any of the specific areas listed: Business, Mechanics, Drafting, etc.

Since this inventory is administered to all eighth grade students, the Campus Guidance Committee can use this list of names prepared by counselor, along with teacher nomination to select names of vocational students to be invited first, and names of students to be invited second. Those with predicted grade range 3.5 to 4.0 will be considered first for invitation and those with scores of 3.4 to 3.0 considered second.

Standardized achievement scores will not be used as a criterion to eliminate these students from participation in the program. However, the counselor should indicate scores on the prepared form for consideration and information to the Campus Guidance Committee.

Parent Nomination

School personnel who listen to what parents say about their children may find cues to giftedness.

Therefore, parents who wish to recommend their children for participation in the program may request screening for their child.

Parent request should be made to the principal, who will refer the parent to the counselor's office.

The parent will be required to complete the following forms:

. Observational Checklist for More Able Student

. Parent Questionnaire

The counselor and T.A.G.S. independent study teacher will review criteria standards for appropriate area (Academic, Fine Arts, Vocational) to determine if the student qualifies.

If the parent has nominated the student for Music or Art, the counselor should request that the parent have his/her private teacher complete the forms appropriate for this area.

Summary

With the cooperation of Alice educators and parents, an earnest attempt can be made to identify talented and gifted students, and then serve them in this program, should they desire the opportunity. We want to guard against allowing our project from becoming an "elitest" group. We want to emphasize that school grades and I.Q. scores are not criterions for entry.

Students of all ethnic groups do possess talent and giftedness, and an earnest effort must be made to include in final selection for first invitations a fair balance of our ethnic school population.

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

CAMPUS GUIDANCE COMMITTEE
SELECTION FOR T.A.G.S.

School: _____ Date: _____

Campus Guidance Members:

_____
Principal's Signature

Student Name Last First	Grade Level	Subject Area Recommended by Committee	Other Subject Area Nominations Received	For Counselor's Use Only	
				Accept	Decline

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

Fine Arts Area:
Music
Art
Drama/Speech

Counselor's Form for
Identification and Selection of T.A.G.S. Students

Date:_____

Student Name Last First	Grade Level	Teacher Nomination Music Rating Score	Counselor's Rating 1, 2	Achieved Scores	Teacher Nomination Art Rating Score	Counselor's Rating 1,2	Drama Rating Score	Counselor's Rating 1,2	For Campus Guidance Committee use: Invitation Recommendation		
									1	2	3

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T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

Academic Areas:
English
Science
Mathematics
Social Studies

Counselor's Form for
Identification and Selection of T.A.G.S. Students

Date: _____

Student Name Last First	Grade Level	Total No. of Characteristics	Recommended Academic Subject Area	Achievement Scores (Sub-Test, Inc.)	For Campus Guidance Committee Use: Invitation Recommendations		
					1	2	3

T.A.G.S.
Alice, Texas

Alice Independent School District
County District No. 125-901

Vocational

Counselor's Form For
Identification and Selection of T.A.G.S. Students

Date:_____

Student Name Last First	Grade Level	Teacher Nomination Total Number Characteristics Psychomotor Only	Teacher Nomination Total Number Characteristics Over All	Achievement Scores	Counselor's Rating for Consideration 1, 2	For Campus Guidance Committee Use: Recommendation for Order of Student Invitation		
						1	2	3